

# Hanford Elementary School District

## ANNUAL ORGANIZATIONAL MEETING AGENDA

*Wednesday, December 14, 2016*

HESD District Office Board Room

714 N. White Street, Hanford, CA

### OPEN SESSION

5:30 p.m.

- Call to Order
- Members Present
- Pledge to the Flag

### 1. BOARD ORGANIZATION

Oath of Office for Elected Board Members

Election and appointment of officers

- President
- Vice President
- Clerk

Designate trustee participation on district committees

- Budget Committee (2)
- Kings County School Board Association (1)
- HESD Educational Foundation (1)
- Jefferson Charter Academy Governance Council (1)

Adopt Board Meeting Calendar for 2016

### 2. PRESENTATIONS, REPORTS AND COMMUNICATIONS

*(In order to insure that members of the public are provided an opportunity to address the Board on agenda items or non-agenda items that are within the Board's jurisdiction, agenda items may be addressed either at the public comments portion of the agenda, or at the time the matter is taken up by the Board. A person wishing to be heard by the Board shall first be recognized by the President and identify themselves. Individual speakers are allowed three minutes to address the Board. The Board shall limit total time for public input on each item to 20 minutes.)*

- a) Public comments
- b) Board and staff comments
- c) Requests to address the Board at future meetings
- d) Review Dates to Remember

### 3. CONSENT ITEMS

*(Items listed are considered routine and may be adopted in one motion. If discussion is required, a particular item may be removed upon request by any Board member and made a part of the regular business.)*

- a) Accept warrant listings dated November 4, 2016; November 14, 2016; November 18, 2016; November 28, 2016 and December 2, 2016.
- b) Approve minutes of Regular Board Meeting held on November 9, 2016.
- c) Approve interdistrict transfers as recommended.

- *Materials related to an item on this agenda submitted to the Board after distribution of the agenda packet are available for public inspection at the superintendent's Office located at 714 N. White Street, Hanford, CA during regular business hours.*
- *Any individual who requires disability-related accommodations or modifications, including auxiliary aides and services, in order to participate in the Board meeting should contact the Superintendent in writing.*

- d) Approve donation of \$71.02 from Shoparoo.
- e) Approve donation of \$760.00 from Washington PTC.
- f) Approve donation of \$500.00 from County of Kings First Five to Hamilton, Jefferson, Monroe, Roosevelt and Washington.
- g) Approve donation of \$150.00 from Silicon Valley Community Foundation International.
- h) Adopt Resolution #19-17: Regarding Absent Board Member Compensation

#### **4. INFORMATION ITEMS**

- a) Receive for information the 2016-2017 Annual Williams Report (Gabler)
- b) Receive for information the California Department of Education Federal Program Monitoring 2016-17 Notification of Findings (Carlton)
- c) Receive for information the following revised Administrative Regulation: (McConnell)
  - AR 5141.3 – Health Examinations
- d) Receive for information the following revised Administrative Regulation: (McConnell)
  - AR 5141.4 – Child Abuse Prevention and Reporting
- e) Receive for information the following revised Administrative Regulation: (McConnell)
  - AR 6159 – Individualized Education Program

#### **5. BOARD POLICIES AND ADMINISTRATION**

- a) Consider approval of Purchase of real property at 1325 Beulah Street, Hanford, California (Gabler)
- b) Consider approval of \$5,000.00 payment into the escrow account for the real property at 1325 Beulah Street, Hanford, California (Gabler)
- c) Consider approval of a 4.17% increase to Board Member compensation (Gabler)
- d) Consider approval of the formation of an Associated Student Body (ASB) for Jefferson Charter Academy (Espindola)
- e) Consider approval of the SELPA Local Plan (McConnell)
- f) Consider approval of Administrative Services Agreement between HESD and Stanislaus Foundation for Medical Care in regards to the District's self-funded dental insurance plan. (Martinez)
- g) Consider approval of the following revised Administrative Regulation: (McConnell)
  - AR 0430 – Comprehensive Local Plan for Special Education
- h) Consider approval of the following revised Board Policy: (McConnell)
  - BP 5141.22 – Infectious Diseases
- i) Consider approval of the following revised Board Policy: (Carlton)
  - BP 0510 – School Accountability Report Card
- j) Consider approval of the following revised Board Policy and Administrative Regulation and deleted Exhibit: (Carlton)
  - BP/AR/E 0520.2 – Title I Program Improvement Schools
- k) Consider approval of the following revised Board Policy and deleted Administrative Regulation: (Carlton)
  - BP/AR 0520.3 – Title I Program Improvement Districts
- l) Consider approval of the following revised Board Policy and deleted Administrative Regulation: (Carlton)
  - BP/AR 6179 – Supplemental Instruction
- m) Consider approval of the following revised Board Policy and Administrative Regulation: (Simas)
  - BP/AR 0450 – Comprehensive Safety Plan

- n) Consider approval of the following revised Board Policy: (Simas)
  - BP 5021 – Noncustodial Parents
- o) Consider approval of the following revised Board Policy and Administrative Regulation: (Simas)
  - BP/AR 5022 – Student and Family Privacy Rights
- p) Consider approval of the following revised Board Policy and Administrative Regulation: (Simas)
  - BP/AR 5116.1 – Intradistrict Open Enrollment
- q) Consider approval of the following revised Board Policy: (Simas)
  - BP 5131.62 - Tobacco

## 6. PERSONNEL (Martinez)

### a) Employment

#### Certificated

- Maria Porras, Teacher, Monroe, effective 1/9/17

#### Classified

- Deborah Albrecht, Health Care Assistant – 6.0 hrs., Simas, effective 11/29/16
- Juan Covarrubias, Alternative Education Program Aide – 5.5 hrs., community Day School, effective 11/28/16
- Devon Anne Daniel, Alternative Education Program Aide – 5.5 hrs., Community Day School, effective 1/9/17
- Maria Prado, Bilingual Health Care Assistant – 6.0 hrs., Richmond, effective 11/17/16

#### Temporary Employees/Substitutes/Yard Supervisors

- Alejandro Acevedo, Substitute Custodian II and Groundskeeper II, effective 11/10/16
- Hannah Bruner, Yard Supervisor – 2.0 hrs., Simas, effective 11/28/16
- Hilary Carabjal, Short-term Yard Supervisor – 1.0 hr., Monroe, effective 11/14/16 to 12/16/16
- Erica Caton, Substitute Yard Supervisor, effective 11/14/16
- Daniel Covarrubias, 7-8 Boys/Girls Wrestling Coach, Kennedy, effective 11/7/16 to 2/11/17
- Juan Covarrubias, 7-8 Boys/Girls Wrestling Coach, Kennedy, effective 11/7/16 to 2/11/17
- Emily Dixon, Substitute Clerk Typist I, Food Service Worker I/II, READY Program Tutor and Yard Supervisor, effective 11/15/16
- Angel Fredrick, Substitute Yard Supervisor, effective 11/14/16
- Raul Guzman, 4-6 Boys Basketball Coach, Monroe, effective 11/7/16 to 2/4/17
- Esmeralda Ledesma, Short-term Yard Supervisor – 1.0 hr., Lincoln, effective 11/9/16 to 12/16/16
- Mayra Martin, Substitute READY Program Tutor, Translator: Oral Interpreter and Written Translator, effective 11/17/16
- Melissa Martinez, Substitute READY Program Tutor, effective 11/28/16
- Martha Murillo, Substitute Alternative Education Program Aide, Bilingual Clerk Typist II, Clerk Typist II, Translator: Oral Interpreter and Written Translator, effective 11/18/16
- Juan Nunez, Substitute Yard Supervisor, effective 12/1/16
- Ceason Raulino, Substitute Food Service Worker I/II and Yard Supervisor, effective 11/16/16
- Eugene Reyes, 7-8 Boys/Girls Wrestling Coach, Wilson, effective 11/21/16 to 2/11/17
- Jason Roberson, 4-6 Boys Basketball Coach, Roosevelt, effective 11/28/16 to 2/4/17

- Kimberly Alvarez Rodriguez, Substitute Bilingual Clerk Typist II, Clerk Typist II, Translator: Oral Interpreter and Written Translator, effective 11/21/16
  - Dylan Stewart, Short-term Yard Supervisor – 2.0 hrs., Washington, effective 11/28/16 to 12/16/16
  - Anthony Zulim, Substitute Custodian I, effective 12/1/16
- b) Resignations
- Karen Bissell, Teacher, Monroe, effective 12/16/16
  - Veronica Garcia, Substitute READY Program Tutor, effective 4/14/16
  - Roberto Ibarra, READY Program Tutor – 4.5 hrs., Richmond, effective 12/16/16
  - Liliana Lepe, Health Care Assistant – 6.0 hrs., Simas, effective 11/17/16
- c) Terminated due to Failure to Complete the Annual Child Abuse Training
- Melissa Carpentieri, Substitute READY Program Tutor, effective 5/12/16
  - Colleen Carter, Substitute Food Service Worker I and II, effective 9/10/15
  - Bibiana Gonido, Substitute Babysitter and Yard Supervisor, effective 6/3/16
  - Aaron Johnston, Substitute Custodian I and Groundskeeper I, effective 3/4/16
  - Victoria Naranjo, Substitute Bilingual Clerk Typist I, Clerk Typist I, Translator: Oral Interpreter and Written translator, effective 11/13/16
  - Anthony Parker, Substitute Custodian I and READY Program Tutor, effective 8/25/16
  - Diana Quiroz, Substitute Clerk Trainee, effective 12/2/14
  - Kimberly Alvarez Rodriguez, Substitute Bilingual Clerk Typist II, Clerk Typist II, Translator: Oral Interpreter and Written Translator, effective 9/2/16
  - Jorge Valtierra, Substitute Groundskeeper I, effective 7/29/16
- d) Retirement
- Andres V. Calderon, Lead Custodian – 8.0 hrs., Richmond, effective 12/29/16
- e) Temporary Out of Class Assignment
- Lucy Rose, from Account Clerk II – 8.0 hrs., to Account Technician III – 8.0 hrs., Food Services, effective 11/14/16 to 12/16/16
- f) Decrease in Hours
- Jamie Jordan, Yard Supervisor, from 3.5 hrs., to 3.0 hrs., Simas, effective 10/12/16
- g) Leave of Absence
- Josephine Kneisel, Yard Supervisor – 2.25 hrs., Roosevelt, effective 11/28/16 to 12/12/16, medical
  - Robert Leon, Bilingual Student Specialist – 8.0 hrs., Roosevelt, effective 1/17/17 to 2/10/17, Study
  - Sonia Mena, Yard Supervisor – 3.75, Jefferson, effective 10/27/16 to 12/9/16, personal
- h) Consider approval of Field Experience Partnership with Fresno State Preliminary Administrative Services Preparation Program
- Approve agreement between Hanford Elementary School District and California State University, Fresno, Preliminary Administrative Services Preparation Program to provide a field experience partnership to prepare qualified candidates for a California Preliminary Administrative Services Credential
- i) Volunteers
- | <u>Name</u>                      | <u>School</u> |
|----------------------------------|---------------|
| Maria Ramirez                    | Hamilton      |
| Crystal Avila (HESD Employee)    | Jefferson     |
| Lindsay Hastings (HESD Employee) | Jefferson     |
| Amy Fochetti (HESD Employee)     | Jefferson     |
| Michael Jensen                   | Jefferson     |
| Floyd Wilding                    | Jefferson     |
| Janet Alfaro-Alapisco            | King          |
| Selena Espindola                 | King          |



<u>Name</u>	<u>School</u>
Diane Molina (HESD Employee)	King
Crystal Perez	King
Denise Sainz	King
Judy Garcia	Lincoln
Linda Mello	Monroe
Jesus Nieves	Monroe
Estela Alvarez	Simas
Antonia Gastelum	Simas
Susan Toste	Simas
Kimberly Willard	Simas
Mary Brown	Washington
Judy Flores	Washington
Joshua Johnson	Washington

## 7. FINANCIAL (Endo)

- Consider approval of the Kings County Treasurer's Quarterly Compliance Report
- Consider approval of the Budget Calendar for the 2017-2018 budget
- Consider approval of the opening of Fund 2100
- Consider approval to open a bank account for the Jefferson Charter Academy student body
- Consider approval of the Certification of Signatures

## CLOSED SESSION

- Student Discipline** (*Education Code Section 48918... requires closed sessions in order to prevent the disclosure of confidential student record information*)

### Administrative Panel Recommendations

Case# 17-19 – Monroe  
Case# 17-20 – Washington  
Case# 17-21 – Kennedy  
Case# 17-22 – Kennedy

- Conference with Legal Counsel** – Existing Litigation (GC 54956.9 (a))
- Conference with Real Property Negotiator** (*Pursuant to Government Code Section 54956.8, trustees will adjourn to Closed Session to discuss the items listed below. The items to be discussed shall be announced in accordance with Government Code Sections 54954.5 and/or under Education Code provisions.*)
  - Property: Grangeville Boulevard & 12th Avenue
  - Agency Negotiator: Superintendent Joy Gabler
  - Negotiating Parties: HESD and Joe Camara, Co-Trustee of the Donald S. Souza Revocable Trust
  - Under Negotiation: Discussion with negotiator regarding status

## OPEN SESSION

- Take action on closed session items

## ADJOURN MEETING

## **Hanford Elementary School District**

### **REGULAR BOARD MEETING SCHEDULE**

January 2017 – December 2017

Regular Board Meetings are normally held on the 2<sup>nd</sup> and 4<sup>th</sup> Wednesday of the month. (The calendar may be modified for holiday months). Unless otherwise noted, board meetings begin at 5:30 p.m.

January 11, 2017

January 25, 2017

February 8, 2017

February 22, 2017

March 8, 2017

March 22, 2017

April 26, 2017

May 10, 2017

May 24, 2017

June 14, 2017

June 28, 2017

July 12, 2017(if needed)

August 9, 2017

August 23, 2017

September 13, 2017

September 27, 2017

October 11, 2017

October 25, 2017

November 8, 2017

December 13, 2017

*Adopted:*

## HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Joy C. Gabler

FROM: David Endo

DATE: 12/05/2016

FOR: ☒ Board Meeting  
☐ Superintendent's Cabinet

FOR: ☐ Information  
☒ Action

Date you wish to have your item considered: 12/14/2016

**ITEM:**

Consider approval of warrants.

**PURPOSE:**

The administration is requesting the approval of the warrants as listed on the registers dated: 11/04/16, 11/14/16, 11/18/16, 11/28/16 and 12/2/16.

**FISCAL IMPACT:**

See attached.

**RECOMMENDATIONS:**

Approve the warrants.

# Warrant Register For Warrants

## Dated 11/04/2016

Warrant Number	Vendor Number	Vendor Name	Amount
12533491	6403	A BOUNCIN' BLAST Matl's & Supplies	\$700.00
12533492	4236	ALTERNATIVE BILLING CONSULTANT Other Services	\$55.50
12533493	59	AMERIPRIDE UNIFORM SERVICES Mop/Mat/Laundry Services	\$284.38
12533494	6253	AT&T Telephone	\$1.61
12533495	1690	BATTERY SYSTEMS Matl's & Supplies	\$91.58
12533496	1363	BEST BUY Food	\$3.29
12533497	184	BUREAU OF EDUCATION & RESEARCH Travel & Conf	\$735.00
12533498	5560	CALIFORNIA ACADEMY OF SCIENCES Matl's & Supplies	\$540.60
12533499	6552	CHILDREN'S STORYBOOK GARDEN Inst'l Consultant	\$500.00
12533500	3068	DEBRA COLVARD Mileage	\$45.90
12533501	6486	CARA CUMMINGS Mileage	\$35.37
12533502	405	DASSEL'S PETROLEUM INC. Fuel	\$314.96
12533503	6453	FLOWERS BAKING COMPANY Food	\$1,896.77
12533504	1769	FRESNO PRODUCE Food	\$16,073.77
12533505	556	JOY GABLER Mileage	\$216.00
12533506	2290	ROBERT A. GARCIA All Other Local Revenues	\$8.30
12533507	2749	GARDA CL WEST INC. Other Services	\$5.25
12533508	1393	GAS COMPANY Gas	\$230.04
12533509	591	GOLD STAR FOODS Food	\$16,150.94
12533510	632	CITY OF HANFORD Water/Sewer	\$22,410.60
12533511	4793	RUTH HERNANDEZ Matl's & Supplies	\$42.99
12533512	5264	HOUGHTON MIFFLIN HARCOURT Textbooks	\$10,041.66
12533513	779	KEENAN & ASSOC./CPIC Health & Welfare	\$5,355.00
12533514	778	KEENAN & ASSOC./MED. EYE SERV. Health & Welfare	\$10,163.87
12533515	827	LA TAPATIA TORTILLERIA INC. Food	\$1,635.00
12533516	2243	MATSON ALARM Repairs	\$36.00
12533517	6161	ERICA MCFARLAND All Other Local Revenues	\$46.10
12533518	1058	OFFICE DEPOT Matl's & Supplies	\$55.57
12533519	1058	OFFICE DEPOT Warehouse	\$86.75
12533520	1071	ORIENTAL TRADING CO. INC. Matl's & Supplies	\$491.37
12533521	5111	P & R PAPER SUPPLY COMPANY INC Matl's & Supplies/Food	\$4,869.45
12533522	6110	PRO-VISION Matl's & Supplies/Equipment	\$2,621.75
12533523	1168	PRODUCERS DAIRY PRODUCTS Food	\$12,611.46
12533524	4465	CYNTHIA PURSELL Matl's & Supplies	\$203.06
12533525	6812	MARGARET A RIOS All Other Local Revenues	\$8.88
12533526	6328	SAM ACADEMY Matl's & Supplies	\$1,350.00
12533527	1303	SAVE MART SUPERMARKETS Food	\$548.65
12533528	6138	SCANTASTIK INC Equipment	\$925.00
12533529	2341	SIMON COMPANY Land Acquisition	\$650.00
12533530	1374	SMART & FINAL STORES (HFD/DO) Matl's & Supplies	\$97.23
12533531	1801	SMART & FINAL STORES (HFD/KIT) Food	\$179.06
12533532	1392	SOUTHERN CALIFORNIA EDISON CO. Electricity	\$33,682.23
12533533	2031	SOUTHWEST SCH & OFFICE SUPPLY Warehouse	\$784.97
12533534	1403	STANISLAUS FOUNDATION – DENTAL Other Services	\$7,200.15
12533535	1444	SYSCO FOODSERVICES OF MODESTO Food	\$26,009.37
12533536	1466	TERMINIX INTERNATIONAL Other Services	\$25.00
12533537	5946	THE HARTFORD Health & Welfare	\$1,152.10
12533538	4024	TULARE COUNTY MUSEUM Matl's & Supplies	\$64.00

**Warrant Register For Warrants  
Dated 11/04/2016**

Warrant Number	Vendor Number	Vendor Name	Amount
12533539	4064	TULARE COUNTY OFFICE OF ED Travel & Conf	\$275.00
12533540	4522	US AIR CONDITIONING DIST INC. Matl's & Supplies	\$176.91
12533541	2367	VERDE VALLEY SCHOOL SUPPLY Matl's & Supplies	\$886.50
<b>Total Amount of All Warrants:</b>			<b>\$182,574.94</b>



**Credit Card Register For Payments**  
**Dated 11/04/2016**

Document Number	Vendor Number	Vendor Name	Amount
14017674	87	ATHLETIC SUPPLY OF CALIFORNIA Warehouse	\$324.15
14017675	91	AUTOMATED OFFICE SYSTEMS Rentals, Leases & Repairs	\$8,465.14
14017676	149	BLICK ART MATERIALS Matl's & Supplies	\$751.19
14017677	176	BSN SPORTS Matl's & Supplies	\$10,858.03
14017678	273	CASBO Travel & Conf	\$65.00
14017679	1021	NASCO Matl's & Supplies	\$72.79
14017680	5764	QUINN COMPANY Matl's & Supplies	\$84.08
14017681	5294	WEST MUSIC COMPANY Matl's & Supplies	\$294.12

**Total Amount of All Credit Card Payments:****\$20,914.50**





# Warrant Register For Warrants

## Dated 11/14/2016

Warrant Number	Vendor Number	Vendor Name	Amount
12534008	14	ACSA Travel & Conf	\$439.00
12534009	1142	MICHELE ALEXANDER Mileage	\$61.88
12534010	73	APPLE INC. Matl's & Supplies/Equipment	\$892.04
12534011	5748	BMX FREESTYLE TEAM LLC Inst'l Consultant	\$1,075.00
12534012	4899	BVI CONSTRUCTION Buildings & Improvements	\$125,282.61
12534013	236	STATE OF CALIFORNIA Other Services	\$2,613.00
12534014	1667	CDW GOVERNMENT INC. Matl's & Supplies	\$153.11
12534015	324	CHILDS & COMPANY INC. Matl's & Supplies	\$260.63
12534016	3068	DEBRA COLVARD Travel & Conf	\$15.00
12534017	4178	COOK'S COMMUNICATION Repairs	\$146.89
12534018	405	DASSEL'S PETROLEUM INC. Fuel	\$5,731.12
12534019	5463	SARA DECUIR Mileage	\$244.67
12534020	4815	DIGITECH INTEGRATIONS INC Other Services	\$144.00
12534021	6813	EMILY DIXON Other Services	\$20.00
12534022	4956	EXETER HIGH SCHOOL WRESTLING Matl's & Supplies	\$550.00
12534023	1393	GAS COMPANY Gas	\$755.53
12534024	620	GRISWOLD LASALLE COBB DOWD Legal	\$2,686.80
12534025	622	CHERYL GUILBEAU Mileage	\$51.41
12534026	3656	HANFORD AUTO & TRUCK PARTS Matl's & Supplies	\$1,430.55
12534027	641	HANFORD ELEM. REVOLVING FUND Books/Travel/Postage	\$384.42
12534028	6069	INTERACTIVE EDUCATIONAL SERVIC Other Services	\$2,800.00
12534029	3718	ISLAND WATER PARK Matl's & Supplies	\$411.60
12534030	5703	TERESA JAQUEZ Inst'l Consultant	\$639.60
12534031	6759	KAREN KARP Travel & Conf	\$1,161.88
12534032	779	KEENAN & ASSOC./CPIC Health & Welfare	\$5,355.00
12534033	778	KEENAN & ASSOC./MED. EYE SERV. Health & Welfare	\$10,197.20
12534034	5290	KEENAN & ASSOCIATES Other Services	\$2,929.00
12534035	1783	KELLER MOTORS Matl's & Supplies	\$294.75
12534036	801	KINGS COUNTY MOBILE LOCKSMITH Repairs	\$206.53
12534037	796	KINGS COUNTY OFFICE OF ED Other Services	\$17.00
12534038	3782	KINGS COUNTY SPORTS OFFICIALS Inst'l Consultant	\$1,782.00
12534039	808	KINGS WASTE & RECYCLING Garbage	\$75.60
12534040	986	LAWNMOWER MAN Matl's & Supplies	\$144.86
12534041	912	MANGINI ASSOCIATES INC. Buildings & Improvements	\$3,958.00
12534042	6528	JANICE MARTINEZ All Other Local Revenues	\$21.00
12534043	937	MATSON ALARM CO. INC. Other Services	\$562.00
12534044	1004	MORRISON'S SILKSCREEN Matl's & Supplies	\$1,818.69
12534045	6664	NATIONAL SCHOOLS PROJECT Books	\$100.00
12534046	6028	MARIA ROSALES Allowance	\$47.02
12534047	4511	DOUG ROSE Matl's & Supplies	\$24.71
12534048	6332	S F GIANTS/AT&T PARK TOURS Inst'l Consultant	\$400.00
12534049	1367	SISC III Health & Welfare	\$534,998.75
12534050	1392	SOUTHERN CALIFORNIA EDISON CO. Electricity	\$4,795.70
12534051	1403	STANISLAUS FOUNDATION – DENTAL Other Services	\$8,369.60
12534052	6761	STUFF 4 STORES INC. Matl's & Supplies	\$144.75
12534053	5946	THE HARTFORD Health & Welfare	\$1,152.16
12534054	4705	THOMSON REUTERS/BARCLAYS Dues & Memberships	\$355.00
12534055	1503	TULARE-KINGS MUSIC ED. ASSOC. Dues & Memberships	\$225.00

**Warrant Register For Warrants  
Dated 11/14/2016**

Warrant Number	Vendor Number	Vendor Name	Amount
12534056	3154	UPS Postage	\$19.84
12534057	1554	SONIA VELO Mileage	\$64.58
12534058	4794	KIMBERLY WASHBURN Mileage	\$9.72
12534059	3504	WESTIN ST. FRANCIS Travel & Conf	\$1,670.52
12534060	1649	LUPE YADETA Matl's & Supplies	\$53.83
<b>Total Amount of All Warrants:</b>			<b>\$727,743.55</b>



**Credit Card Register For Payments**  
**Dated 11/14/2016**

Document Number	Vendor Number	Vendor Name	Amount
14017748	4125	DISCOUNT SCHOOL SUPPLY Matl's & Supplies	\$72.96
14017749	599	GOPHER SPORT Matl's & Supplies	\$2,476.20
14017750	1111	J W PEPPER & SON INC Matl's & Supplies	\$211.79
14017751	994	MOBILE MODULAR MGMT. CORP. Rentals, Leases & Repairs	\$3,900.00
14017752	1188	QUILL CORPORATION Warehouse	\$2,367.37
14017753	1315	SCHOLASTIC INC. Matl's & Supplies	\$41.18
14017754	1350	SIGN WORKS Matl's & Supplies	\$154.75
14017755	1619	WILBUR-ELLIS COMPANY LLC Matl's & Supplies	\$2,820.82

**Total Amount of All Credit Card Payments:****\$12,045.07**



# Warrant Register For Warrants

## Dated 11/18/2016

Warrant Number	Vendor Number	Vendor Name	Amount
12534498	6817	ALEJANDRO ACEVEDO Other Services	\$21.00
12534499	4566	ALLIED STORAGE CONTAINERS Rentals, Leases	\$91.38
12534500	6431	AMAZON.COM Matl's & Supplies/Warehouse/Books	\$5,932.20
12534501	59	AMERIPRIDE UNIFORM SERVICES Mop/Mat/Laundry Services	\$279.38
12534502	59	AMERIPRIDE UNIFORM SERVICES Mop/Mat/Laundry Services	\$2,933.29
12534503	6628	AWESOME CHARTERS AND TOURS LLC Other Services	\$7,339.00
12534504	3258	BANK OF AMERICA Travel & Conf/Matl's & Supplies	\$487.79
12534505	5895	PEGGY BELL Matl's & Supplies/Allowance	\$162.33
12534506	2970	CALIF. BAND DIRECTORS ASSOC. Matl's & Supplies	\$160.00
12534507	263	DOUGLAS CARLTON Travel & Conf	\$120.00
12534508	5627	CASBO Travel & Conf	\$610.00
12534509	6818	MANUEL CASTELLON JR Other Services	\$25.00
12534510	331	CLASSIC CHARTER Other Services	\$594.00
12534511	386	CSBA Travel & Conf	\$510.00
12534512	386	CSBA Travel & Conf	\$510.00
12534513	5463	SARA DECUIR Travel & Conf/Mileage	\$44.13
12534514	6419	JAMIE DIAL Travel & Conf	\$19.00
12534515	3682	FASTENAL Matl's & Supplies	\$1.40
12534516	6453	FLOWERS BAKING COMPANY Food	\$2,048.52
12534517	1769	FRESNO PRODUCE Food	\$16,876.02
12534518	556	JOY GABLER Travel & Conf	\$217.00
12534519	558	CAROL GALLEGOS Travel & Conf/Mileage	\$164.24
12534520	5945	ROBERT GARCIA Travel & Conf/Mileage	\$452.44
12534521	2749	GARDA CL WEST INC. Other Services	\$493.26
12534522	1393	GAS COMPANY Gas	\$306.48
12534523	591	GOLD STAR FOODS Food	\$10,426.78
12534524	6038	VERONICA GREVER Mileage	\$53.14
12534525	762	TAMMY JOHNSON Matl's & Supplies	\$57.51
12534526	5828	KINGS COUNTY DEPT OF PUBLIC WO Fuel	\$81.93
12534527	838	LAWRENCE TRACTOR COMPANY Matl's & Supplies	\$436.87
12534528	6459	MELODY LEE Travel & Conf	\$120.00
12534529	912	MANGINI ASSOCIATES INC. Buildings & Improvements	\$4,523.06
12534530	942	KAREN MCCONNELL Travel & Conf	\$217.00
12534531	3920	MID-VALLEY JAZZ FESTIVAL Matl's & Supplies	\$175.00
12534532	6816	NICOLE MONTGOMERY Prepaid Meals	\$20.80
12534533	5510	NEWEGG.COM Matl's & Supplies	\$345.12
12534534	4188	CHAD NIELSEN Mileage	\$20.30
12534535	1058	OFFICE DEPOT Matl's & Supplies	\$59.78
12534536	6257	ORCHARD SUPPLY HARDWARE Matl's & Supplies	\$1,464.55
12534537	5111	P & R PAPER SUPPLY COMPANY INC Matl's & Supplies	\$3,996.84
12534538	3072	JENNIFER PITKIN Matl's & Supplies	\$53.04
12534539	1168	PRODUCERS DAIRY PRODUCTS Food	\$13,606.27
12534540	1184	PURE FORCE Matl's & Supplies	\$919.76
12534541	2993	TIM REVIOUS Travel & Conf/Mileage	\$452.44
12534542	5992	RODRIGUEZ BROS INC Matl's & Supplies	\$292.46
12534543	3131	SHERWIN-WILLIAMS CO Matl's & Supplies	\$333.74
12534544	6122	SHI INTERNATIONAL CORP Inst'l Consultant	\$9,307.00
12534545	6122	SHI INTERNATIONAL CORP Other Services	\$31,967.20

# Warrant Register For Warrants

## Dated 11/18/2016

Warrant Number	Vendor Number	Vendor Name	Amount
12534546	1801	SMART & FINAL STORES (HFD/KIT) Matl's & Supplies/Food	\$239.45
12534547	1880	SOUTH COUNTY SUPPORT SERVICES Other Services	\$315.91
12534548	1392	SOUTHERN CALIFORNIA EDISON CO. Electricity	\$25,071.61
12534549	2031	SOUTHWEST SCH & OFFICE SUPPLY Warehouse	\$531.79
12534550	1401	STANDARD STATIONERY SUPPLY Warehouse	\$57.85
12534551	1403	STANISLAUS FOUNDATION – DENTAL Other Services	\$10,298.97
12534552	1405	STAPLES *6252 Matl's & Supplies	\$169.18
12534553	1405	STAPLES *6252 Matl's & Supplies	\$81.24
12534554	6691	SUMDOG INC Software Licenses	\$900.00
12534555	1444	SYSCO FOODSERVICES OF MODESTO Food	\$25,332.69
12534556	1466	TERMINIX INTERNATIONAL Pest Control	\$397.00
12534557	1521	UNITED REFRIGERATION INC. Matl's & Supplies	\$1,014.36
12534558	3154	UPS Postage	\$18.33
12534559	1554	SONIA VELO Travel & Conf/Mileage	\$44.13
<b>Total Amount of All Warrants:</b>			<b>\$183,800.96</b>





**Credit Card Register For Payments**  
**Dated 11/18/2016**

Document Number	Vendor Number	Vendor Name	Amount
14017812	2	A-Z BUS SALES INC Matl's & Supplies	\$959.20
14017813	1363	BEST BUY Food	\$9.57
14017814	509	EWING IRRIGATION PRODUCTS Matl's & Supplies	\$998.24
14017815	4271	GOLDEN EAGLE CHARTER INC. Other Services	\$1,020.00
14017816	2258	GUERRERO DOOR SERVICE Repairs	\$3,800.00
14017817	802	KINGS COUNTY PIPE & SUPPLY Matl's & Supplies	\$63.25
14017818	827	LA TAPATIA TORTILLERIA INC. Food	\$732.48
14017819	1802	MEDALLION SUPPLY Matl's & Supplies	\$587.02
14017820	1002	MORGAN & SLATES INC. Matl's & Supplies	\$475.50
<b>Total Amount of All Credit Card Payments:</b>			<b>\$8,645.26</b>



# Warrant Register For Warrants

## Dated 11/28/2016

Warrant Number	Vendor Number	Vendor Name	Amount
12535029	4983	B & H PHOTO-VIDEO Matl's & Supplies/Equipment	\$2,357.99
12535030	150	BLINDS ETC. Repairs	\$25.00
12535031	4876	BRAIN POP Inst'l Consultant	\$2,295.00
12535032	6705	ARLO BRAUN Travel & Conf	\$16.00
12535033	236	STATE OF CALIFORNIA Other Services	\$1,714.00
12535034	2728	CENTRAL CALIFORNIA ELECTRONICS Rentals, Leases & Repairs	\$105.00
12535035	3618	CURRICULUM ASSOCIATES INC. Books	\$110.38
12535036	455	DUINKERKEN AUTO BODY Repairs	\$2,035.10
12535037	5489	ECS IMAGING INC. Matl's & Supplies/Other Services	\$3,600.00
12535038	6111	FAST FEDERAL CREDIT UNION Cash in bank for cafeteria	\$500.00
12535039	529	FOLLETT SCHOOL SOLUTIONS Textbooks	\$295.64
12535040	5960	LAUREN FRANCO Mileage	\$26.08
12535041	1393	GAS COMPANY Gas	\$183.69
12535042	620	GRISWOLD LASALLE COBB DOWD Legal	\$2,900.48
12535043	4532	HENRY SCHEIN INC Warehouse	\$147.32
12535044	5264	HOUGHTON MIFFLIN HARCOURT Textbooks	\$1,481.88
12535045	4597	IVS COMPUTER TECHNOLOGY Inst'l Consultant	\$8,910.00
12535046	6802	KERN OIL FILTER RECYCLING Rentals, Leases & Repairs	\$95.00
12535047	3494	KINGS COUNTY BOWL Matl's & Supplies	\$396.00
12535048	796	KINGS COUNTY OFFICE OF ED Other Services	\$703.00
12535049	4945	LINDAMOOD-BELL LEARNING PROCES Other Services	\$3,520.00
12535050	6290	ANNA MORENO Mileage	\$4.37
12535051	5510	NEWEGG.COM Matl's & Supplies	\$384.50
12535052	1058	OFFICE DEPOT Matl's & Supplies	\$1,174.18
12535053	1071	ORIENTAL TRADING CO. INC. Matl's & Supplies	\$2,599.03
12535054	1144	PORT OF SUBS Matl's & Supplies	\$35.99
12535055	6827	EUGENE REYES Other Services	\$21.00
12535056	4511	DOUG ROSE Matl's & Supplies	\$28.13
12535057	5079	SCHOOL KIDS HEALTHCARE Warehouse	\$79.45
12535058	3743	SHRED-IT USA – FRESNO Shredding Services	\$216.30
12535059	1374	SMART & FINAL STORES (HFD/DO) Matl's & Supplies	\$192.34
12535060	6810	SMARTSIGN Matl's & Supplies	\$320.90
12535061	3800	SONITROL OF FRESNO Other Services	\$40.00
12535062	1392	SOUTHERN CALIFORNIA EDISON CO. Electricity	\$5,624.56
12535063	2031	SOUTHWEST SCH & OFFICE SUPPLY Warehouse	\$211.99
12535064	3357	SPEED STACKS INC Matl's & Supplies	\$536.43
12535065	1403	STANISLAUS FOUNDATION – DENTAL Other Services	\$5,478.50
12535066	2188	SUPPLYWORKS Matl's & Supplies	\$353.85
12535067	4347	THERAPY SHOPPE INC Matl's & Supplies	\$145.11
12535068	5394	TJM PROMOTIONS INC Matl's & Supplies	\$1,024.00
12535069	3325	TOTAL IMAGE MOBILE DETAILING Repairs	\$500.00
12535070	4064	TULARE COUNTY OFFICE OF ED Travel & Conf	\$1,125.00
12535071	4114	TULARE COUNTY OFFICE OF EDUCAT Matl's & Supplies	\$24.00
12535072	6507	TYPING AGENT LLC Inst'l Consultant	\$2,070.00
12535073	1525	UNIVERSAL SPECIALTIES INC. Matl's & Supplies	\$745.50
12535074	4522	US AIR CONDITIONING DIST INC. Matl's & Supplies	\$83.85
12535075	6828	ROBERT WILEY Other Services	\$15.00
12535076	2405	WPS Matl's & Supplies	\$266.07

**Total Amount of All Warrants:**

**\$54,717.61**

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# Credit Card Register For Payments

## Dated 11/28/2016

Document Number	Vendor Number	Vendor Name	Amount
14017880	149	BLICK ART MATERIALS Matl's & Supplies	\$154.30
14017881	273	CASBO Travel & Conf	\$915.00
14017882	3643	FERGUSON ENTERPRISES INC. Matl's & Supplies	\$15.28
14017883	5482	FOREMOST (PROMOTIONS NOW) Matl's & Supplies	\$871.20
14017884	4430	G W SCHOOL SUPPLY Matl's & Supplies	\$185.20
14017885	599	GOPHER SPORT Matl's & Supplies	\$565.61
14017886	1111	J W PEPPER & SON INC Matl's & Supplies	\$830.10
14017887	566	J.P. GARDNER & ASSOCIATES Matl's & Supplies	\$301.65
14017888	831	LAKESHORE LEARNING Matl's & Supplies	\$9,893.48
14017889	4276	LEARNING A-Z Inst'l Consultant	\$1,424.16
14017890	2876	S & S DISCOUNT SPORTS Matl's & Supplies	\$108.34
14017891	5120	SAFETY DEPOT Matl's & Supplies	\$39.33
14017892	1314	SCHOLASTIC INC. Matl's & Supplies	\$43.92
14017893	1322	SCHOOL HEALTH CORPORATION Equipment	\$488.05
14017894	1345	SHIFFLER EQUIPMENT SALES INC. Matl's & Supplies	\$486.15
14017895	2173	US GAMES Matl's & Supplies	\$485.44
14017896	1619	WILBUR-ELLIS COMPANY LLC Matl's & Supplies	\$1,474.90
<b>Total Amount of All Credit Card Payments:</b>			<b>\$18,282.11</b>



# Warrant Register For Warrants

## Dated 11/28/2016

Warrant Number	Vendor Number	Vendor Name	Amount
12535029	4983	B & H PHOTO-VIDEO Matl's & Supplies/Equipment	\$2,357.99
12535030	150	BLINDS ETC. Repairs	\$25.00
12535031	4876	BRAIN POP Inst'l Consultant	\$2,295.00
12535032	6705	ARLO BRAUN Travel & Conf	\$16.00
12535033	236	STATE OF CALIFORNIA Other Services	\$1,714.00
12535034	2728	CENTRAL CALIFORNIA ELECTRONICS Rentals, Leases & Repairs	\$105.00
12535035	3618	CURRICULUM ASSOCIATES INC. Books	\$110.38
12535036	455	DUINKERKEN AUTO BODY Repairs	\$2,035.10
12535037	5489	ECS IMAGING INC. Matl's & Supplies/Other Services	\$3,600.00
12535038	6111	FAST FEDERAL CREDIT UNION Cash in bank for cafeteria	\$500.00
12535039	529	FOLLETT SCHOOL SOLUTIONS Textbooks	\$295.64
12535040	5960	LAUREN FRANCO Mileage	\$26.08
12535041	1393	GAS COMPANY Gas	\$183.69
12535042	620	GRISWOLD LASALLE COBB DOWD Legal	\$2,900.48
12535043	4532	HENRY SCHEIN INC Warehouse	\$147.32
12535044	5264	HOUGHTON MIFFLIN HARCOURT Textbooks	\$1,481.88
12535045	4597	IVS COMPUTER TECHNOLOGY Inst'l Consultant	\$8,910.00
12535046	6802	KERN OIL FILTER RECYCLING Rentals, Leases & Repairs	\$95.00
12535047	3494	KINGS COUNTY BOWL Matl's & Supplies	\$396.00
12535048	796	KINGS COUNTY OFFICE OF ED Other Services	\$703.00
12535049	4945	LINDAMOOD-BELL LEARNING PROCES Other Services	\$3,520.00
12535050	6290	ANNA MORENO Mileage	\$4.37
12535051	5510	NEWEGG.COM Matl's & Supplies	\$384.50
12535052	1058	OFFICE DEPOT Matl's & Supplies	\$1,174.18
12535053	1071	ORIENTAL TRADING CO. INC. Matl's & Supplies	\$2,599.03
12535054	1144	PORT OF SUBS Matl's & Supplies	\$35.99
12535055	6827	EUGENE REYES Other Services	\$21.00
12535056	4511	DOUG ROSE Matl's & Supplies	\$28.13
12535057	5079	SCHOOL KIDS HEALTHCARE Warehouse	\$79.45
12535058	3743	SHRED-IT USA – FRESNO Shredding Services	\$216.30
12535059	1374	SMART & FINAL STORES (HFD/DO) Matl's & Supplies	\$192.34
12535060	6810	SMARTSIGN Matl's & Supplies	\$320.90
12535061	3800	SONITROL OF FRESNO Other Services	\$40.00
12535062	1392	SOUTHERN CALIFORNIA EDISON CO. Electricity	\$5,624.56
12535063	2031	SOUTHWEST SCH & OFFICE SUPPLY Warehouse	\$211.99
12535064	3357	SPEED STACKS INC Matl's & Supplies	\$536.43
12535065	1403	STANISLAUS FOUNDATION – DENTAL Other Services	\$5,478.50
12535066	2188	SUPPLYWORKS Matl's & Supplies	\$353.85
12535067	4347	THERAPY SHOPPE INC Matl's & Supplies	\$145.11
12535068	5394	TJM PROMOTIONS INC Matl's & Supplies	\$1,024.00
12535069	3325	TOTAL IMAGE MOBILE DETAILING Repairs	\$500.00
12535070	4064	TULARE COUNTY OFFICE OF ED Travel & Conf	\$1,125.00
12535071	4114	TULARE COUNTY OFFICE OF EDUCAT Matl's & Supplies	\$24.00
12535072	6507	TYPING AGENT LLC Inst'l Consultant	\$2,070.00
12535073	1525	UNIVERSAL SPECIALTIES INC. Matl's & Supplies	\$745.50
12535074	4522	US AIR CONDITIONING DIST INC. Matl's & Supplies	\$83.85
12535075	6828	ROBERT WILEY Other Services	\$15.00
12535076	2405	WPS Matl's & Supplies	\$266.07



**Total Amount of All Warrants:**

**\$54,717.61**

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# Credit Card Register For Payments

## Dated 11/28/2016

Document Number	Vendor Number	Vendor Name	Amount
14017880	149	BLICK ART MATERIALS Matl's & Supplies	\$154.30
14017881	273	CASBO Travel & Conf	\$915.00
14017882	3643	FERGUSON ENTERPRISES INC. Matl's & Supplies	\$15.28
14017883	5482	FOREMOST (PROMOTIONS NOW) Matl's & Supplies	\$871.20
14017884	4430	G W SCHOOL SUPPLY Matl's & Supplies	\$185.20
14017885	599	GOPHER SPORT Matl's & Supplies	\$565.61
14017886	1111	J W PEPPER & SON INC Matl's & Supplies	\$830.10
14017887	566	J.P. GARDNER & ASSOCIATES Matl's & Supplies	\$301.65
14017888	831	LAKESHORE LEARNING Matl's & Supplies	\$9,893.48
14017889	4276	LEARNING A-Z Inst'l Consultant	\$1,424.16
14017890	2876	S & S DISCOUNT SPORTS Matl's & Supplies	\$108.34
14017891	5120	SAFETY DEPOT Matl's & Supplies	\$39.33
14017892	1314	SCHOLASTIC INC. Matl's & Supplies	\$43.92
14017893	1322	SCHOOL HEALTH CORPORATION Equipment	\$488.05
14017894	1345	SHIFFLER EQUIPMENT SALES INC. Matl's & Supplies	\$486.15
14017895	2173	US GAMES Matl's & Supplies	\$485.44
14017896	1619	WILBUR-ELLIS COMPANY LLC Matl's & Supplies	\$1,474.90
<b>Total Amount of All Credit Card Payments:</b>			<b>\$18,282.11</b>



# Warrant Register For Warrants

## Dated 12/02/2016

Warrant Number	Vendor Number	Vendor Name	Amount
12535663	5845	ADORAMA CAMERA Matl's & Supplies	\$200.00
12535664	6831	KIMBERLY ALVAREZ RODRIGUEZ Other Services	\$25.00
12535665	5638	AMERICAN SAFETY & HEALTH Matl's & Supplies	\$173.04
12535666	59	AMERIPRIDE UNIFORM SERVICES Mop/Mat/Laundry Services	\$438.48
12535667	3947	ATKINSON ANDELSON LOYA RUUD & Legal	\$3,576.56
12535668	4119	KRISTINA BALDWIN Mileage	\$159.84
12535669	1363	BEST BUY Food	\$14.70
12535670	5339	BEYOND MENTION DESIGNS LLC Matl's & Supplies	\$60.00
12535671	3654	JOSEFA BUSTOS-PELAYO Allowance	\$100.00
12535672	5560	CALIFORNIA ACADEMY OF SCIENCES Matl's & Supplies	\$691.65
12535673	1667	CDW GOVERNMENT INC. Matl's & Supplies	\$199.70
12535674	6673	CENTRAL VALLEY COMMUNITY BANK Buildings & Improvements	\$588.24
12535675	6552	CHILDREN'S STORYBOOK GARDEN Inst'l Consultant	\$1,400.00
12535676	6829	MICHELLE CORDOVA Prepaid Meals	\$24.70
12535677	6190	CUSTOMINK Matl's & Supplies	\$547.60
12535678	5786	DOCUMENT TRACKING SERVICES Other Services	\$3,395.24
12535679	3904	EDUCATIONAL DATA SYSTEMS Test Scoring	\$120.10
12535680	6453	FLOWERS BAKING COMPANY Food	\$806.40
12535681	6672	FORCUM/MACKEY CONSTRUCTION Buildings & Improvements	\$11,176.52
12535682	1769	FRESNO PRODUCE Food	\$11,740.31
12535683	6834	ADRIAN GARCIA Other Services	\$25.00
12535684	1393	GAS COMPANY Gas	\$691.66
12535685	591	GOLD STAR FOODS Food	\$12,248.95
12535686	6830	GUADALUPE GONZALEZ Prepaid Meals	\$43.15
12535687	632	CITY OF HANFORD Water/Sewer	\$12,434.69
12535688	4793	RUTH HERNANDEZ Allowance/Matl's & Supplies	\$92.64
12535689	685	HI-LINE Matl's & Supplies	\$305.30
12535690	2853	LISA HINOJOS Allowance	\$150.64
12535691	5990	KELLER FORD Equipment Replacement	\$27,033.18
12535692	787	KETCH ALL Matl's & Supplies	\$104.03
12535693	796	KINGS COUNTY OFFICE OF ED Other Services/Travel & Conf/Excess Costs	\$5,566.55
12535694	5893	MONICA KRAEMER Matl's & Supplies	\$89.49
12535695	6527	LISSETTE LIBBY Mileage	\$43.74
12535696	6824	MARTHA MILLAR LAW Legal	\$7,500.00
12535697	3716	NELSON'S PAINTING INC. Repairs	\$1,640.00
12535698	1047	NORTHERN TOOL & EQUIPMENT Matl's & Supplies	\$54.85
12535699	6835	JUAN CARLOS NUNEZ Other Services	\$20.00
12535700	1058	OFFICE DEPOT Matl's & Supplies	\$54.14
12535701	1071	ORIENTAL TRADING CO. INC. Matl's & Supplies	\$429.06
12535702	5111	P & R PAPER SUPPLY COMPANY INC Matl's & Supplies	\$1,552.86
12535703	6674	PHYSIUS PHYSICAL THERAPY & WEL Other Services	\$100.00
12535704	4118	KERRY PIEROTTE Mileage	\$36.72
12535705	1168	PRODUCERS DAIRY PRODUCTS Food	\$5,251.15
12535706	5923	SASSER SPECIALTIES Matl's & Supplies	\$216.92
12535707	1303	SAVE MART SUPERMARKETS Food	\$49.98
12535708	4269	SCHOOL INNOVATIONS & ACHIEVEME Software Licenses	\$1,250.00
12535709	1326	SCHOOL SERVICES OF CALIF. INC. Other Services	\$305.00
12535710	1374	SMART & FINAL STORES (HFD/DO) Matl's & Supplies	\$115.13

**Warrant Register For Warrants  
Dated 12/02/2016**

Warrant Number	Vendor Number	Vendor Name	Amount
12535711	1801	SMART & FINAL STORES (HFD/KIT) Food	\$160.93
12535712	3800	SONITROL OF FRESNO Rentals, Leases & Repairs	\$2,241.58
12535713	1392	SOUTHERN CALIFORNIA EDISON CO. Electricity	\$4,201.92
12535714	1401	STANDARD STATIONERY SUPPLY Warehouse	\$1,432.10
12535715	1444	SYSCO FOODSERVICES OF MODESTO Food	\$13,846.14
12535716	6823	TCG GROUP HOLDINGS Other Services	\$244.00
12535717	5774	TEACHER SYNERGY INC Digital Resources	\$152.79
12535718	4024	TULARE COUNTY MUSEUM Matl's & Supplies	\$24.00
12535719	1508	U.S. POSTAL SERVICE (CMRS-FP) Postage	\$2,500.00
12535720	3154	UPS Postage	\$11.07
12535721	1558	VERIZON WIRELESS Telephone	\$570.80
12535722	1575	WALMART COMMUNITY/RFCSLLC Matl's & Supplies	\$530.40
12535723	3863	WILLIAM WILKINSON Mileage	\$78.19
12535724	6836	ANTHONY ZULIM Other Services	\$20.00
<b>Total Amount of All Warrants:</b>			<b>\$138,856.83</b>



**Credit Card Register For Payments**  
**Dated 12/02/2016**

Document Number	Vendor Number	Vendor Name	Amount
14017932	149	BLICK ART MATERIALS Matl's & Supplies	\$998.37
14017933	652	HANFORD SENTINEL Other Services	\$1,106.00
14017934	806	KINGS COUNTY TROPHY Matl's & Supplies	\$231.66
14017935	4276	LEARNING A-Z Inst'l Consultant	\$1,993.95
14017936	1021	NASCO Matl's & Supplies	\$342.44
14017937	1188	QUILL CORPORATION Warehouse	\$590.30
14017938	5815	SCHOLASTIC STORE ONLINE Books	\$198.00
<b>Total Amount of All Credit Card Payments:</b>			<b>\$5,460.72</b>





**Hanford Elementary School District**  
***Minutes of the Regular Board Meeting***  
***November 9, 2016***

Minutes of the Regular Board Meeting of the Hanford Elementary School District Board of Trustees on November 9, 2016 at the District Office Board Room, 714 N. White Street, Hanford, CA.

- Call to Order** President Revious called the meeting to order at 5:30 p.m. Trustee Garcia, Garner, and Hernandez were present. Trustee Robinson was absent.
- Closed Session** Trustees immediately adjourned to closed session for the purpose of:
- Student Discipline pursuant to Education Code section 48918
  - Conference with Real Property Negotiator (GC 54956.8) – 1325 Beulah St.
  - Conference with Real Property Negotiator (GC 54956.8) – Grangeville Blvd. and 12<sup>th</sup> Ave.
- Open Session** Trustees returned to open session at 6:23 p.m.
- HESD Managers Present** Joy C. Gabler, Superintendent, and the following administrators were present: Don Arakelian, Kristina Baldwin, Doug Carlton, Anthony Carrillo, Debra Colvard, Kenny Eggert, David Endo, Javier Espindola, Lucy Gomez, Jaime Martinez, Karen McConnell, Gerry Mulligan, Jill Rubalcava, Cruz Sanchez, and Liz Simas.
- Case #17-17** Trustee Hernandez moved to accept the Findings of Facts and expel Case #17-17 for the remainder of the school year for violation of Education Code 48915 as determined by the Administrative Panel at hearings held on November 7, 2016. However, Trustee Hernandez further moved that the Expulsion Order be suspended. The students may attend regular school in probationary status provided that the student complies with a Behavior Conditions Plan through January 9, 2017. Trustee Garner seconded; motion carried 4-0:
- Garcia – Yes
  - Garner – Yes
  - Hernandez – Yes
  - Revious – Yes
- Case #17-16 & #17-18** Trustee Hernandez moved to accept the Findings of Facts and expel Case #17-16 and #17-18 for the remainder of the 2016-2017 school year for violation of Education Code 48900 as determined by the Administrative Panel at hearings held on November 7, 2016. Parents may apply for Readmission on or after June 7, 2017. Trustee Garner seconded; motion carried 4-0:
- Garcia – Yes
  - Garner – Yes
  - Hernandez – Yes
  - Revious – Yes
- Case #17-15** Trustee Hernandez moved to accept the Findings of Facts and expel Case #17-15 for the remainder of the 2016-2017 for violation of Education Code 48900 as determined by the Administrative Panel at hearings held on November 7, 2016. However, Trustee Hernandez further moved that the parents may apply for readmission on or after January 9, 2017. If readmission is granted, the expulsion order shall be suspended and student

may attend regular school in probationary status on a Behavior Conditions Plan through June 7, 2017. Trustee Garner seconded; motion carried 4-0:

Garcia – Yes  
Garner – Yes  
Hernandez – Yes  
Revious – Yes

**1325 Beulah St.** The Board met in closed session regarding the real property located at 1325 Beulah Street, Hanford, California. The Board received an update on the status of negotiations. No action was taken by the Board.

**Grangeville Boulevard and 12<sup>th</sup> Ave** The Board met in closed session regarding the real property located at Grangeville Boulevard and 12th Avenue, Hanford, California. The Board received an update on the status of negotiations. No action was taken by the Board.

**Public Comments** None

**Board and Staff Comments** Superintendent Joy C. Gabler stated Trustee Tawny Robinson could not attend the Board Meeting due to medical reasons.

Debra Colvard, Director of Curriculum & Instruction, invited the Board to attend the Induction Program New Teacher Colloquium to celebrate 14 teachers that will be completing the program. It is scheduled for December 15<sup>th</sup> at the TRC and refreshments will be provided.

**Requests to Address the Board** None

**Dates to Remember** President Revious reviewed dates to remember: Holiday - No School on November 11<sup>th</sup>; Hanford Jr High Wrestling Tournament on November 19<sup>th</sup> at 9:00 a.m.; Parent Teacher Conferences (No School) on November 21<sup>st</sup> and 22<sup>nd</sup>; Schools Closed November 23<sup>rd</sup>; Holiday - Offices Closed on November 24<sup>th</sup> and 25<sup>th</sup>.

## **CONSENT ITEMS**

Trustee Garner made a motion to take consent items "a" through "f" together. Trustee Hernandez seconded; motion carried 4-0:

Garcia – Yes  
Garner – Yes  
Hernandez – Yes  
Revious – Yes

Trustee Garner then made a motion to approve consent items "a" through "f". Trustee Hernandez seconded; motion carried 4-0:

Garcia – Yes  
Garner – Yes  
Hernandez – Yes  
Revious – Yes

The items approved are as follows:

- a) Warrant listings dated 10/21/16 and 10/28/16.
- b) Minutes of Regular Board Meeting 10/26/16.
- c) Interdistrict transfers as recommended.
- d) Donation of \$500.00 from Jefferson Parent Teacher Club.
- e) Donation of \$2,600.00 from Lee Richmond Parent Teacher Club.
- f) Donation of \$34.66 from Take Charge of Education.

## **INFORMATION ITEMS**

- DELAC** Lucy Gomez, Director of Curriculum and Instruction, presented for information a report from the District English Learner Advisory Committee on May 19, 2016. The DELAC received for information the Local Control Accountability Plan, Title I evaluation, the consolidated application, LEAP addendum, Title III action plan, and parent involvement policies. The DELAC's recommendations to the Board are approval of Title I evaluation, approval of consolidated application, approval of LEAP addendum, continue services to English Learners, and make no changes to the parent involvement policy.
- PAC** Doug Carlton, Director of Program Development, Assessment & Accountability, presented for information a report from the Parent Advisory Committee on May 18, 2016. The PAC received for information the Local Control Accountability Plan, the final review of the plan, timeline for approval process, and the school family compact. The PAC's recommendations to the Board are approval of the parent section of the school family compact and continue to work with students and teachers to revise the staff and student sections of the compact.
- BP 0510** Doug Carlton, Director of Program Development, presented for information the following revised Board Policy:
- BP 0510 – School Accountability Report Card
- BP/AR/E 0520.2** Doug Carlton, Director of Program Development, presented for information the following revised Board Policy and Administrative Regulation and deletion of Exhibit:
- BP/AR/E 0520.2 – Title I Program Improvement Schools
- BP/AR 0520.3** Doug Carlton, Director of Program Development, presented for information the following revised Board Policy and Administrative Regulation:
- BP/AR 0520.3 – Title I Program Improvement Districts
- BP/AR 6179** Doug Carlton, Director of Program Development, presented for information the following revised Board Policy and Administrative Regulation:
- BP/AR 6179 – Supplemental Instruction
- AR 0430** Karen McConnell, Assistant Superintendent of Special Services, presented for information the following revised Administrative Regulation:
- AR 0430 – Comprehensive Local Plan for Special Education
- BP 5141.22** Karen McConnell, Assistant Superintendent of Special Services, presented for information the following revised Board Policy:
- BP 5141.22 – Infectious Diseases
- BP/AR 0450** Liz Simas, Child Welfare & Attendance, presented for information the following revised Board Policy and Administrative Regulation:
- BP/AR 0450 – Comprehensive Safety Plan

- BP 5021** Liz Simas, Child Welfare & Attendance, presented for information the following revised Board Policy:
- BP 5021 – Noncustodial Parents
- BP/AR 5022** Liz Simas, Child Welfare & Attendance, presented for information the following revised Board Policy and Administrative Regulation:
- BP/AR 5022 – Student and Family Privacy Rights
- BP/AR 5116.1** Liz Simas, Child Welfare & Attendance, presented for information the following revised Board Policy and Administrative Regulation:
- BP/AR 5116.1 – Intradistrict Open Enrollment
- BP 5131.62** Liz Simas, Child Welfare & Attendance, presented for information the following revised Board Policy:
- BP 5131.62 – Tobacco

## **BOARD POLICIES AND ADMINISTRATION**

- MOU – CA State University of Fresno** Trustee Garner made a motion to approve the Memorandum of Understanding and Scope of Work between California State University, Fresno Foundation on behalf of the California Reading and Literature Project (CRLP) at Fresno State and Jefferson Charter Academy. Trustee Garcia seconded; motion carried 4-0:
- Garcia – Yes
  - Garner – Yes
  - Hernandez – Yes
  - Revious – Yes

## **PERSONNEL**

Trustee Garner made a motion to take Personnel items "a" through "f" together. Trustee Hernandez seconded; motion carried 4-0:

- Garcia – Yes
- Garner – Yes
- Hernandez – Yes
- Revious – Yes

Trustee Garner then made a motion to approve Personnel items "a" through "f". Trustee Hernandez seconded; the motion carried 4-0:

- Garcia – Yes
- Garner – Yes
- Hernandez – Yes
- Revious – Yes

- Item "a" – Employment** The following items were approved:

### Classified

- Clarissa Ayala, READY Program Tutor – 4.5 hrs., Hamilton, effective 11/7/16

### Temporary Employees/Substitutes/Yard Supervisors

- Tenika Avila, Substitute Clerk Typist II, effective 10/20/16
- Jazlyn Martinez Bejar, Short-term Yard Supervisor – 1.0 hr., Monroe, effective 10/31/16 to 12/16/16

- Inez Carreiro, Short-term Yard Supervisor – 2.5 hrs., Jefferson, effective 10/27/16 to 12/16/16
- Jacob Davis, Substitute Custodian II and Groundskeeper II, effective 10/26/16
- Jenny Gonzalez, Yard Supervisor – 3.0 hrs., Jefferson, effective 10/31/16
- Marisa Gonzalez, Mariachi Coach, Jefferson, effective 10/17/16 to 12/18/16
- Stephanie Llamas, Substitute Bilingual Clerk Typist I, Clerk Typist I, Bilingual Aide I, Translator: Oral Interpreter and Written Translator, effective 10/25/16
- Guadalupe Lopez, Short-term Yard Supervisor – 1.25 hrs., Jefferson, effective 10/27/16 to 12/16/16
- Veronica Martin, Substitute Yard Supervisor, effective 10/28/16
- Jacqueline Medrano, Short-term Yard Supervisor – 1.0 hr., Simas, effective 11/1/16 to 6/7/17
- Destiny Ramirez, Short-term Yard Supervisor - .50 hr., Simas, effective 10/31/16 to 12/16/16
- Miguel Rodriguez, Substitute Custodian II and Groundskeeper II, effective 10/26/16
- Kiefer Rose, Yard Supervisor – 3.25 hrs., Kennedy, effective 11/1/16
- Michelle Simmons, Yard Supervisor – 3.0 hrs., Jefferson, effective 10/31/16
- Dylan Stewart, Substitute Yard Supervisor, effective 10/18/16
- Jacqueline Wong, Yard Supervisor – 1.5 hrs., Washington, effective 11/1/16
- Sandra Virden, Short-term Yard Supervisor – 2.25 hrs., Roosevelt, effective 10/25/16 to 12/6/16

***Item "b" –  
Resignations***

- Angela Castro, Substitute Yard Supervisor, effective 9/23/16
- Guadalupe Coronel-Lopez, READY Program Tutor – 4.5 hrs., Roosevelt, effective 10/28/16
- Jose Cuevas Hernandez, Substitute Groundskeeper II, effective 6/12/15
- Christina Horn, Yard Supervisor – 3.0 hrs., Lincoln, effective 10/14/16
- Ugochi Ndoh, Health Care Assistant – 6.0 hrs., Richmond, effective 11/4/16
- Karlotta Richardson, Alternative Education Program Aide – 5.5 hrs., Community Day School, effective 11/4/16
- Muey Saelee, Alternative Education Program Aide – 5.5 hrs., Community Day School, effective 12/16/16
- Beverly Watkins, Substitute Food Service Worker I and Yard Supervisor, effective 9/23/16

***Item "c" –  
Retirement***

- Maxine Sims, Special Circumstance Aide – 5.75 hrs., King, effective 12/16/16

***Item "d" –  
Administrative  
Transfer***

- Yvonne Hernandez, READY Program Tutor – 4.5 hrs., from Hamilton to Roosevelt, effective 11/7/16

***Item "e" – Leave  
of Absence***

- Ann Marie Dowd, Teacher, District Office, effective 10/27/16 to 12/16/16
- Josephine Kneisel, Yard Supervisor – 2.25 hrs., Roosevelt, effective 10/25/16 to 11/18/16, medical

***Item "f" –  
Volunteers***

<u>Name</u>	<u>School</u>
Brooke Fuller (HESD Employee)	Hamilton
Veronica Alvarez	King
Nicole Ellis	King
Maria Melendrez	King

Yvette Cason	Lincoln
Tiffany Heninger	Richmond
Lorena Amaya	Roosevelt
Veronica Behrens	Roosevelt
Jeannie Fromme (HESD Employee)	Roosevelt
Sergio Montoya	Roosevelt
Jason Gonzales	Washington
Jolene Rose	Washington

## **FINANCIAL**

### **1<sup>st</sup> Interim Report**

Trustee Garcia made a motion to approve the 1<sup>st</sup> Interim Report presented by David Endo. Trustee Garner seconded; motion carried 4-0:

Garcia – Yes  
Garner – Yes  
Hernandez – Yes  
Revious – Yes

### **Resolution #16-17**

Trustee Garcia made a motion to approve Resolution #16-17: Budget Revisions – 1<sup>st</sup> Interim report. Trustee Hernandez seconded; motion carried 4-0:

Garcia – Yes  
Garner – Yes  
Hernandez – Yes  
Revious – Yes

### **Form J-13A**

On October 17, 2016 there was a shooting threat to one of HESD's schools for October 20, 2016. Due to threat parents kept their students at home. This resulted in material decreased in attendance. Education Code allows the District to apply for credit of attendance.

Trustee Garcia made a motion to approve the Request of Allowance of Attendance because of Emergency Conditions (Form J-13A). Trustee Garner seconded; motion carried 4-0:

Garcia – Yes  
Garner – Yes  
Hernandez – Yes  
Revious – Yes

### **Donation to Food Services**

Trustee Garner made a motion to approve donation of \$1,000.00 to the Food Services Department to pay off overdrawn student's account balances. Trustee Hernandez seconded; motion carried 4-0:

Garcia – Yes  
Garner – Yes  
Hernandez – Yes  
Revious – Yes

## **FUTURE ITEMS**

### **Annual Organizational Meeting**

Trustee Garcia made a motion to approve the Annual Organizational Meeting scheduled for December 14, 2016. Trustee Garner seconded; motion carried 4-0:

Garcia – Yes  
Garner – Yes

Hernandez – Yes  
Revious – Yes

**Adjournment**     There being no further business, President Revious adjourned the meeting at 7:10 p.m.  
  
Respectfully submitted,

Joy C. Gabler,  
Secretary to the Board of Trustees

Approved:

\_\_\_\_\_  
Timothy Revious, President

\_\_\_\_\_  
Lupe Hernandez, Clerk



No	A/D	Sch Req'd	Home Sch	Date
I-169	A	Richmond	Pioneer	12/14/2016
I-170	A	Jefferson	Pioneer	12/14/2016
I-171	A	Wilson	Armona	12/14/2016
I-172	A	Jefferson	Armona	12/14/2016
I-173	A	Jefferson	Armona	12/14/2016
I-174	A	Jefferson	Armona	12/14/2016
I-175	A	Richmond	Visalia	12/14/2016
I-176	A	Monroe	Lemoore	12/14/2016
I-177	A	Washington	Lakeside	12/14/2016
I-178	A	Washington	Lakeside	12/14/2016
I-179	A	Lincoln	Lakeside	12/14/2016
I-180	A	Lincoln	Pioneer	12/14/2016
I-181	A	Kennedy	Lakeside	12/14/2016
I-182	A	Lincoln	Armona	12/14/2016
I-183	A	Washington	Pioneer	12/14/2016
I-184	A	Kennedy	Pioneer	12/14/2016
I-185	A	Lincoln	Armona	12/14/2016

No	A/D	Sch Req'd	Home Sch	Date
O-134	A	Pioneer	Simas	12/14/2016
O-134	A	Pioneer	Simas	12/14/2016
O-135	A	Pioneer	Simas	12/14/2016
O-136	A	Kit Carson	Hamilton	12/14/2016

O-137	A	Kit Carson	Hamilton	12/14/2016
O-138	A	Visalia	Monroe	12/14/2016
O-139	A	Lemoore	Roosevelt	12/14/2016

## HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Joy C. Gabler

FROM: Javier Espindola

DATE: November 14, 2016

FOR: ☒ Board Meeting  
☐ Superintendent's Cabinet

FOR: ☐ Information  
☒ Action

Date you wish to have your item considered: December 14, 2016

**ITEM:** Consider acceptance of donation of \$71.02 from Shoparoo to Jefferson Charter Academy.

**PURPOSE:** To be used for the purchase of student incentives.

**FISCAL IMPACT:** Increase of \$71.02 to Account #0900-1100-0-1110-1000-430001-021-0000

**RECOMMENDATIONS:** Accept donation.

## HANFORD ELEMENTARY SCHOOL DISTRICT

## AGENDA REQUEST FORM

TO: Joy C. Gabler

FROM: Matt Gamble/Washington

*MAGB*

DATE: 11/22/16

FOR: ☒ Board Meeting  
☐ Superintendent's CabinetFOR: ☐ Information  
☒ Action

Date you wish to have your item considered: 12/9/16

**ITEM: Donation of 760.00 from Washington PTC to HESD****PURPOSE:** Student rewards and physical education supplies**FISCAL IMPACT:** 0100-1100-0-1110-1000-575030-028-0000 (\$200.00)  
0100-1100-0-1110-1000-430000-028-0000 (\$560.00)**RECOMMENDATIONS:** Accept Donations

## HANFORD ELEMENTARY SCHOOL DISTRICT

**Agenda Request Form**

**TO:** Joy Gabler

**FROM:** Flores, Espindola, Pulis, Carrillo and Gamble

**DATE:** 11/29/16

**FOR:** (X) Board Meeting  
( ) Superintendent's Cabinet

**FOR:** ( ) Information  
(X) Action

Date you wish to have your item considered: December 14, 2016

**ITEM:** Consider approval of donations to Hamilton, Jefferson, Monroe, Roosevelt and Washington school from: County of Kings First Five

- Donation of 500.00 to be used to supplement the TK and Kinder classrooms, activities or rewards as determined by each site.

**PURPOSE:** Each school site will determine how to best to use the \$500.00 donation for their TK and Kinder classes. Funds can be used to purchase special class supplies, class activities or rewards.

**FISCAL IMPACT:**

None.

**RECOMMENDATION:** Accept donations.

## HANFORD ELEMENTARY SCHOOL DISTRICT

## AGENDA REQUEST FORM

TO: Joy C. Gabler

FROM: Kristina Baldwin



DATE: December 1, 2016

FOR: ☒ Board Meeting  
☐ Superintendent's Cabinet

FOR: ☐ Information  
☒ Action

Date you wish to have your item considered: December 14, 2016

**ITEM: Silicon Valley Community Foundation Edison International****PURPOSE:** Instructional Supplies**FISCAL IMPACT:** 150.00**RECOMMENDATIONS:** Accept Donation

## HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Board of Trustees

FROM: Joy C. Gabler

DATE: December 5, 2016

FOR: ☒ Board Meeting  
☐ Superintendent's Cabinet

FOR: ☐ Information  
☒ Action

Date you wish to have your item considered: December 14, 2016

**ITEM:** Consider adopting Resolution #19-17: Regarding Absent Board Member Compensation.

**PURPOSE:** Education Code section 35120(c) provides that a board member may be paid for any meeting when absent if the board by resolution duly adopted and included in its minutes finds that at the time of the meeting: 1) he or she is performing services outside the meeting for the school district or districts, (2) he or she was ill or on jury duty, (3) or the absence was due to a hardship deemed acceptable by the board. Trustee Tawny Robinson was unable to attend the November 9, 2016 meeting due to illness.

**FISCAL IMPACT:** Not to exceed \$240 per month.

**RECOMMENDATIONS:** Adopt Resolution #19-17.

**HANFORD ELEMENTARY SCHOOL DISTRICT  
RESOLUTION # 19-17  
Board of Trustees  
Hanford Elementary School District**

**RESOLUTION REGARDING ABSENT BOARD MEMBER COMPENSATION  
(Education Code § 35120(c))**

**WHEREAS**, Education Code section 35120(c) provides that a board member may be paid for any meeting when absent if the board by resolution duly adopted and included in its minutes finds that at the time of the meeting: 1) he or she is performing services outside the meeting for the school district or districts, (2) he or she was ill or on jury duty, (3) or the absence was due to a hardship deemed acceptable by the board.

**NOW, THEREFORE BE IT RESOLVED** that the Hanford Elementary School District Board of Trustees determines as follows:

1. Board Member Tawny Robinson was absent from the Hanford Elementary School District's regular board meeting held November 9, 2016 due to:

- ☐ performing services outside the meeting for the school district
- ☒ illness
- ☐ jury duty
- ☐ hardship deemed acceptable by the board

2. Said Board Members shall be paid for the meeting.

**PASSED AND ADOPTED THIS 14<sup>th</sup> day of December, 2016** at a regular meeting, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

---

Timothy Revious, President

---

Lupe Hernandez, Clerk



**HANFORD ELEMENTARY SCHOOL DISTRICT*****Board Member Absence Verification***

In accordance with Board Bylaw 9250, if a member of the Board of Trustees does not attend all Board meetings during the month, he/she is eligible to receive a percentage of the monthly compensation equal to the percentage of meetings attended unless otherwise authorized by the Board in accordance with law. Board members may be paid for meetings they missed when the Board of Trustees finds that they were performing designated services for the district at the time of the meeting or that they were absent because of illness, jury duty, or a hardship deemed acceptable by the Board. (Education Code 35120)

I was absent from the Board meeting conducted on November 9th, 2016.

☐ I am not requesting compensation for the meeting.

☒ I am requesting compensation for the meeting since I was absent from the meeting for the following reason (*check one*):

☐ Performing designated service for the district.

☒ Illness.

☐ Jury Duty.

☐ Hardship (please specify) \_\_\_\_\_

Board Member Name: Tawny Robinson

Board Member Signature: Not available for signature  Date: 12/6/16

## HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Board of Trustees

FROM: Joy C. Gabler

DATE: 12/5/16

FOR: ☒ Board Meeting  
☐ Superintendent's Cabinet

FOR: ☒ Information  
☐ Action

Date you wish to have your item considered: 12/14/16

**ITEM:** 2016-2017 Annual Williams Report

**PURPOSE:** The Kings County Office of Education has provided the district with the 2016-2017 Annual Williams Report for Hamilton Elementary, MLK Elementary and Lincoln Elementary. California Education Code section 1240 requires that the County Office visit identified schools to evaluate the sufficiency of standards-aligned instructional materials, the conditions of the facilities, teacher assignments and the accuracy of the data published in the School Accountability Report Card in the aforementioned areas. This annual report is required by Education Code section 1240(c)(2)(B) pursuant to the Williams and Valenzuela Settlements. All three schools did not have any exceptions or findings.

**FISCAL IMPACT:** None**RECOMMENDATIONS:** None



# Kings County Office of Education

Tim Bowers - County Superintendent of Schools



**Kings County  
Board of Education**

**Area 1**  
*Mickey Thayer*

**Area 2**  
*Mary Gonzales-Gomez*

**Area 3**  
*Mike Robinson*

**Area 4**  
*William Gundacker*

**Area 5**  
*Rachel Caudillo*

November 23, 2016

Joy Gabler, Superintendent  
Hanford Elementary School District  
P.O. Box G-1067  
Hanford CA 93230

Subject: **2016-2017 Annual Williams Report for:**

**Alexander Hamilton Elementary  
Martin Luther King Jr. Elementary  
Abraham Lincoln Elementary**

Dear Superintendent Gabler:

## **Background:**

California Education Code section 1240 requires that the County Office visit schools identified in our county, review information in the areas noted below, and report to you the results of the visits and reviews. We are pleased to provide, for submission to your governing board at a regularly scheduled meeting, the Annual Report for Fiscal Year 2016-2017 as required by Ed Code section 1240(c)(2)(B) pursuant to the Williams and Valenzuela Settlements. This report presents the results of our visits and reviews at ***Alexander Hamilton Elementary, Martin Luther King Jr. Elementary, and Abraham Lincoln Elementary.***

The purpose of my reviews and visits(s) as specified in California Education Code 1240 was to:

1. Determine if students have “sufficient” standards-aligned instructional materials in four core subject areas (English Language Arts, Mathematics, History/Social Science and Science), including science laboratory equipment in grades 9-12, and as appropriate, in Foreign/Languages, and Health;
2. Determine if there is any facility condition that “poses an emergency or urgent threat to the health or safety of pupils or staff; and
3. Determine if the school has provided accurate data on the annual school funds, accountability report card related to the sufficiency of instructional materials and the safety, cleanliness, and adequacy of school facilities, including “good repair.”

The law further requires that the County Superintendent annually monitor and review teacher misassignments and teacher vacancies in schools ranked in deciles 1-3 (2012 Base API).

While the areas enumerated in this paragraph are not mandated to be a part of this report to you, they are being included so that you and the citizens of our community will have complete understanding of the environment in which the schools of Hanford Elementary School District are functioning.


Before proceeding with the report, let me define some basic terms:

- **“Sufficient instructional materials”** means every pupil, including English Language Learners, has a standards-aligned textbook, or instructional materials, or both, to use in class and to take home. A school facility condition that poses an **“emergency or urgent threat”** is a condition that poses a threat to the health or safety of pupils or staff while at school.
- **“Good repair”** means the school facilities are clean, safe and functional as determined pursuant to the school facility inspection and evaluation instrument developed by the Office of Public School Construction [Facility Inspection Tool (FIT)] or a local evaluation instrument that meets the same criteria. Each school district that receives state funding for facilities maintenance is required to establish a facilities inspection system to ensure that each of its schools is maintained in “good repair.”

*Each schools’ evaluation report follows this letter.* If exceptions are found, they will be shown under the section of the evaluation. In addition, a combined report is also attached to respond to the district audit findings requirement. We found the maintenance and school site staff to be exceptionally cooperative.

In conclusion, let me assure each of you receiving this report and, especially the Hanford Elementary School District’s Board, administration, staff and students that the Kings County Office of Education is readily available to support actions needed to address any needs identified in this report.

Sincerely,

  
 Stephen Corl  
 Assistant Superintendent, Business Services  
 Kings County Office of Education



## **Hamilton Elementary**

### **Review Areas and Findings:**

Our review of the school includes many areas as prescribed by the law. County Office staff performed site visits at Hamilton Elementary School to review instructional materials, facilities, and the School Accountability Report Card. Additional areas of review include teacher assignment/misassignment, audit review and findings, and Uniform Complaint Procedures.

### **Instructional Materials:**

In our sampling of classroom instructional materials we surveyed 7 of the total 20 classrooms (*based upon the required visit to at least 25% of each K-8 grade level classrooms*). The amount of materials must meet the sufficiency requirement so that each pupil has instructional materials to use in class and to take home for required homework, if needed. ***We found from our review and supplemental documentation that the school has sufficient and good quality textbooks and materials available to support the school's instructional program.***

### **School Facilities:**

Under school facilities, the County Office is to ensure that there are no emergency conditions that threaten the students or staff, the SARC includes information on the maintenance of the facility, and the facility is in "good repair". Good repair is defined as having facilities that are clean, safe, and functional.

### **School Facility Repair Status:**

The State of California Office of Public School Construction (OPSC) developed Facility Inspection Tool (FIT) which provides an overall summary of the conditions at each school on a scale of "Exemplary," "Good," "Fair," or "Poor." At the beginning of each school year the district maintenance staff completes the Facility Inspection Tool (FIT). The FIT Overall Rating for **Alexander Hamilton Elementary School** was an average of 100% and a School Rating of "Exemplary."

### **School Facility Conditions:**

During the site review we found the grounds and facilities in excellent condition, without exceptions.

### **School Accountability Report Card (SARC):**

There are specific statutory reporting requirements in the SARC, as well as data definitions from the standardized SARC template adopted by the State Board of Education. The data definitions are designed to enable schools to furnish contextual or comparative information to assist the public in understanding the information in relation to the performance of other schools. (Ed Code § 33126.1(c) (2)).

### **Hamilton Elementary (cont'd)**

A priority of our review when visiting Williams schools is “the accuracy of data reported on the School Accountability Report Card with respect to the availability of sufficient textbooks and instructional materials as defined by Section 60119 and the safety, cleanliness, and adequacy of school facilities, including good repair as required by Sections 17002 (d), 17014, 17032.5, 17070.75, and 17089.”

Consequently, our objective is to review the SARC to see if the required elements are included and if the SARC accurately reflects the state of the school.

We reviewed the school’s SARC and compared it to the required elements as adopted by the State Board of Education. We also compared the statements under School Facilities, School Facility Conditions, Curriculum Development and Instructional Materials. *From our review, we found the SARC had the required elements and accurately reflected the state of Alexander Hamilton Elementary School.*

For the 2009-10 school year a worksheet was designed to assist the County Superintendents in determining the accuracy of the data reported on the school SARC’s of Decile 1-3 schools as required by Education Code section 1240(c)(2)(i)(iii). The worksheet provides the specific statutory requirements to be reported in the SARC, as well as data definitions from the standardized SARC template adopted by the State Board of Education. The data definitions are designed to enable schools to furnish contextual or comparative information to assist the public in understanding the information in relation to the performance of other schools.

School districts are not required to use the standardized template, but must report data in a manner that is consistent with the data definitions. (Ed Code § 33126.1(j))

### **Teacher Assignment/Misassignment:**

In reference to the annual review of teacher assignment/misassignment for the school year 2015-2016, we found the following. Out of an enrollment of **479** students, **113** are **English Learners** (EL). There are **16** classes with equal to or greater than 20% EL, with **16** teachers holding appropriate EL authorization, leaving no teachers without the appropriate EL authorization. *No exceptions were found.*

## **Martin Luther King Jr. Elementary**

### **Review Areas and Findings:**

Our review of the school includes many areas as prescribed by the law. County Office staff performed site visits at King Elementary School to review instructional materials, facilities, and the School Accountability Report Card. Additional areas of review include teacher assignment/misassignment, audit review and findings, and Uniform Complaint Procedures.

### **Instructional Materials:**

In our sampling of classroom instructional materials we surveyed 7 of the 24 total classrooms (*based upon the required visits to at least 25% of each K-8 grade level classroom*). The amount of materials must meet the sufficiency requirement so that each pupil has instructional materials to use in class and to take home for required homework, if needed. ***We found from our review and supplemental documentation that the school has sufficient and good quality textbooks and materials available to support the school's instructional program.***

### **School Facilities:**

Under school facilities, the County Office is to ensure that there are no emergency conditions that threaten the students or staff, the SARC includes information on the maintenance of the facility, and the facility is in "good repair". Good repair is defined as having facilities that are clean, safe, and functional.

### **School Facility Repair Status:**

The State of California Office of Public School Construction (OPSC) developed Facility Inspection Tool (FIT) will provide an overall summary of the conditions at each school on a scale of "Exemplary," "Good," "Fair," or "Poor." At the beginning of each school year, the district maintenance staff completes the Facility Inspection Tool (FIT). The FIT overall rating for **Martin Luther King, Jr. Elementary School** resulted in an Overall Rating average of **100%** and a school rating of "**Exemplary.**"

### **School Facility Conditions:**

During the site review we found the grounds and facilities in excellent condition, with the exception of replacing a toilet seat in the 400 Wing Girls' Restroom. Seat was replaced prior to end of visit.

### *Martin Luther King, Jr. Elementary (cont'd)*

#### School Accountability Report Card (SARC):

There are specific statutory reporting requirements in the SARC, as well as data definitions from the standardized SARC template adopted by the State Board of Education. The data definitions are designed to enable schools to furnish contextual or comparative information to assist the public in understanding the information in relation to the performance of other schools. (Ed Code § 33126.1(c) (2)).

A priority of our review when visiting Williams' schools is "the accuracy of data reported on the School Accountability Report Card with respect to the availability of sufficient textbooks and instructional materials as defined by Section 60119 and the safety, cleanliness, and adequacy of school facilities, including good repair as required by Sections 17002 (d), 17014, 17032.5, 17070.75, and 17089." Consequently, our objective is to review the SARC to see if the required elements are included and if the SARC accurately reflects the state of the school.

We reviewed the school's SARC and compared it to the required elements as adopted by the State Board of Education. We also compared the statements under School Facilities, School Facility Conditions, Curriculum Development and Instructional Materials. *From our review, we found the SARC had the required elements and accurately reflected the state of Martin Luther King, Jr. Elementary School.*

For the 2009-10 school year a worksheet was designed to assist the County Superintendents in determining the accuracy of the data reported on the school SARC's of Decile 1-3 schools as required by Education Code section 1240(c)(2)(i)(iii). The worksheet provides the specific statutory requirements to be reported in the SARC, as well as data definitions from the standardized SARC template adopted by the State Board of Education. The data definitions are designed to enable schools to furnish contextual or comparative information to assist the public in understanding the information in relation to the performance of other schools.

School districts are not required to use the standardized template, but must report data in a manner that is consistent with the data definitions. (Ed Code § 33126.1(j))

#### Teacher Assignment/Misassignment:

In reference to the annual review of teacher assignment/misassignment for the school year 2015-2016, we found the following. Out of an enrollment of **630** students **200** are **English Learners** (EL). There are **24** classes with equal to or greater than 20% EL, with **24** teachers holding appropriate EL authorization, leaving no teacher without the appropriate EL authorization. *No exceptions were found.*



## **Lincoln Elementary**

### **Review Areas and Findings:**

Our review of the school includes many areas as prescribed by the law. County Office staff performed site visits at Lincoln Elementary School to review instructional materials, facilities, and the School Accountability Report Card. Additional areas of review include teacher assignment/misassignment, audit review and findings, and Uniform Complaint Procedures.

### **Instructional Materials:**

In our sampling of classroom instructional materials we surveyed 7 of the 19 total classrooms (*based upon the required visits to at least 25% of all K-8 grade level classrooms*). The amount of materials must meet the sufficiency requirement so that each pupil has instructional materials to use in class and to take home for required homework, if needed. ***We found from our review and supplemental documentation that the school has sufficient and good quality textbooks and materials available to support the school's instructional program.***

### **School Facilities:**

Under school facilities, the County Office is to ensure that there are no emergency conditions that threaten the students or staff, the SARC includes information on the maintenance of the facility, and the facility is in "good repair". Good repair is defined as having facilities that are clean, safe, and functional.

### **School Facility Repair Status:**

The State of California Office of Public School Construction (OPSC) developed Facility Inspection Tool (FIT) will provide an overall summary of the conditions at each school on a scale of "Exemplary," "Good," "Fair," or "Poor." At the beginning of each school year the district maintenance staff completes the Facility Inspection Tool (FIT). The FIT for **Abraham Lincoln Elementary** resulted in an average Overall Rating of **100%** and a School Rating of "Exemplary".

### **School Facility Conditions:**

During the site review we found the grounds and facilities in excellent condition, without exceptions.

### **School Accountability Report Card (SARC):**

There are specific statutory reporting requirements in the SARC, as well as data definitions from the standardized SARC template adopted by the State Board of Education. The data definitions are designed to enable schools to furnish contextual or comparative information to assist the public in understanding the information in relation to the performance of other schools. (Ed Code § 33126.1(c) (2)).

### **Lincoln Elementary (cont'd)**

A priority of our review when visiting Williams schools is “the accuracy of data reported on the School Accountability Report Card with respect to the availability of sufficient textbooks and instructional materials as defined by Section 60119 and the safety, cleanliness, and adequacy of school facilities, including good repair as required by Sections 17002 (d), 17014, 17032.5, 17070.75, and 17089.”

Consequently, our objective is to review the SARC to see if the required elements are included and if the SARC accurately reflects the state of the school.

We reviewed the school’s SARC and compared it to the required elements as adopted by the State Board of Education. We also compared the statements under School Facilities, School Facility Conditions, Curriculum Development and Instructional Materials. *From our review, we found the SARC had the required elements and accurately reflected the state of Abraham Lincoln Elementary School.*

For the 2009-10 school year a worksheet was designed to assist the County Superintendents in determining the accuracy of the data reported on the school SARC’s of Decile 1-3 schools as required by Education Code section 1240(c)(2)(i)(iii). The worksheet provides the specific statutory requirements to be reported in the SARC, as well as data definitions from the standardized SARC template adopted by the State Board of Education. The data definitions are designed to enable schools to furnish contextual or comparative information to assist the public in understanding the information in relation to the performance of other schools.

School districts are not required to use the standardized template, but must report data in a manner that is consistent with the data definitions. (Ed Code § 33126.1(j))

### **Teacher Assignment/Misassignment:**

In reference to the annual review of teacher assignment/misassignment for the school year 2015-2016, we found the following. Out of an enrollment of **464** students, **170** are **English Learners** (EL). There are **18** classes with equal to or greater than 20% EL, with **18** teachers holding appropriate EL authorization, leaving no teachers without the appropriate EL authorization. *No exceptions were found.*

### **Audit Review and Findings:**

Hanford Elementary School District’s 2014-2015 Annual Audit Report had no audit exceptions related the instructional materials program funds, teacher misassignment, and the School Accountability Report Card.

**HANFORD ELEMENTARY SCHOOL DISTRICT****AGENDA REQUEST FORM**

TO: Joy Gabler

FROM: Doug Carlton

DATE: December 1, 2016

For: ☒ Board Meeting  
☐ Superintendent's Cabinet

For: ☒ Information  
☐ Action

Date you wish to have your item considered: December 14, 2016

**ITEM:**

California Department of Education Federal Program Monitoring 2016-17 Notification of Findings  
(There were no findings from the 16-17 FPM Review)

**PURPOSE:**

To provide information on the results of the 2016-2017 Federal Program Monitoring Review.

**FISCAL IMPACT:** Operating federal categorical programs in compliance with applicable laws and regulations is a requirement for receiving approximately \$3 million in Title I, Title II, and Title III funds.

**RECOMMENDATION:**

Receive for Information the California Department of Education Federal Program Monitoring 2016-17 Notification of Findings



## California Department of Education Federal Program Monitoring 2016-17 Notification of Findings

December 01, 2016

This is the official Notification of Findings (NOF) report of the review visit conducted by the California Department of Education (CDE). Because the methodology of the review involves sampling, it is not an assessment of all legal requirements. Nevertheless, the local educational agency (LEA) is responsible for operating its federal categorical programs in compliance with all applicable laws and regulations.

**Local Educational Agency:** Hanford Elementary (16639170000000)

**Review Date(s):** 11/28/2016 - 12/01/2016

**Regional Team Leader(s):** Shireen Miles, 916-319-0953

**FPM Coordinator(s):** Doug Carlton, 559-585-3671

Program Reviewed	Program Reviewer	Total Findings
Before and After School (BASP)	Johannes Troost	0
Compensatory Education (CE)	Ted Hawthorne	0
English Learner (EL)	Deborah Busch	0
Fiscal Monitoring (FM)	April Woodcheke	0
Uniform Complaint Procedures (UCP)	Sally Lewis, Raquel Castellon, Bobby Dalton Roy, Shanine Coats, Jean Leonard, Kerri Ruzicka	0

No findings resulted from this monitoring review. No further action is required.

NOTE: Copies of this report were distributed to the Agency. This is a public report and must be made available upon request. (California Public Records Act, Government Code section 6250)

Sites Reviewed	Programs Reviewed
Hamilton Elementary (16639170110981)	CE, EL, BASP, UCP
John F. Kennedy Junior High (16639176112379)	CE, EL, UCP

### Monitoring Results by Program

#### Before and After School

No program findings resulted from this monitoring review. No further action is required.



**Federal Program Monitoring 2016-17**  
**Notification of Findings**  
Hanford Elementary (16639170000000)

65/381

## **Compensatory Education**

No program findings resulted from this monitoring review. No further action is required.

## **English Learner**

No program findings resulted from this monitoring review. No further action is required.

## **Fiscal Monitoring**

No program findings resulted from this monitoring review. No further action is required.

## **Uniform Complaint Procedures**

No program findings resulted from this monitoring review. No further action is required.

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*The means by which a finding is resolved is the responsibility of the LEA unless specified in law. Authorized LEA staff may request suggestions from CDE staff on the resolution of findings.*

## HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Joy C. Gabler

FROM: Karen McConnell

DATE: November 10, 2016

FOR: ☒ Board Meeting  
☐ Superintendent's Cabinet

FOR: ☒ Information  
☐ Action

Date you wish to have your item considered: December 14, 2016

**ITEM:** Receive recommended revisions to Administrative Regulation 5141.3 – Health Examinations

**PURPOSE:** The following Administrative Regulation reflects changes (see underlined and strikeouts) that are necessary to align with current practices and procedures as well as recommendations by CSBA.

**FISCAL IMPACT:** None

**RECOMMENDATIONS:** Information

# Hanford ESD

## Administrative Regulation

### Health Examinations

AR 5141.3  
Students

Cautionary Notice ~~2010-13: AB 1610 (Ch. 724, Statutes of 2010) amended Education Code 37252.2 to relieve: Government 17581.5 relieves~~ districts from the obligation, ~~until July 1, 2013,~~ to perform ~~any specified mandated~~ activities ~~when the Budget Act does not provide reimbursement during that are deemed to be reimbursable state mandates under that section.~~ fiscal year. The Budget Act of 2014 (SB 852, Ch. 25, Statutes of 2014) extends the suspension of these requirements through the 2014-15 fiscal year. As a result, certain provisions of the following ~~policy or~~ administrative regulation ~~that reflect those requirements related to scoliosis screening~~ may be suspended.\_

The principal at each school shall notify parents/guardians of the rights of students and parents/guardians related to health examinations. (Education Code 48980; 20 USC 1232h)

A parent/guardian may annually file with the principal a written statement ~~with the principal~~ withholding consent to the physical examination of his/her child. ~~The child~~ Any such student shall be exempt from any physical examination but shall be subject to exclusion from attendance when contagious or infectious disease is reasonably suspected. (Education Code 49451; 20 USC 1232h)

#### Vision ~~and Hearing~~ Tests

~~Each student's vision shall be appraised, by the school nurse or other personnel authorized by the district. (under Education Code 49452, 49454 during the kindergarten year or upon first enrollment or entry in a district elementary school and subsequently in grades 2, 5, and 8. However, a student who is tested upon first enrollment or entry in the district in grade 4 or 7 shall not be required to be appraised in the next immediate year. (Education Code 49455)~~

~~All students shall be tested for visual acuity when they first enroll in elementary school and every three years thereafter until the student completes grade 8. External observations of the student's eyes, visual performance and perception shall be made by the school nurse and the classroom teacher. (Education Code 49455)~~

The vision appraisal shall include tests for visual acuity, including near vision. Male students shall also be tested one time, after the student reaches once for color vision in grade 1. Results or later and the results of the test appraisal shall be entered into the student's health record. (Education Code 49455)

Appraisal of a student's vision may be waived ~~at the parent/guardian's request if the~~ under either

of the following conditions: (Education Code 49455)

1. The student's parent/guardian requests a waiver and presents a certificate from either a medical doctor or a physician/surgeon, physician assistant, or optometrist specifying showing the results of an examination of the student's vision, including visual acuity, and, in male students, color vision. —(Education Code 49455)

2. The student's parents/guardians file with the principal a written statement that they adhere to the faith or teachings of any well-recognized religious sect, denomination, or organization and, in accordance with its creed, tenets, or principles depend for healing upon prayer in the practice of their religion.

Visual defects or any other defects found as a result of the vision examination shall be reported to the parent/guardian with a request that remedial action be taken to correct or cure the defect. - ~~If made in writing, such reports shall not include a referral to any private practitioner, and the~~ The report of a visual defect, if made in writing, shall be made on a form prescribed by the Superintendent of Public Instruction. —(Education Code 49456)

~~The~~ The report shall not include a referral to any private practitioner. However, the student may be referred to a public clinic or diagnostic and treatment center operated by a public hospital or by the state, county, or city department of public health. (Education Code 49456)

In addition to the vision appraisals described above, the school nurse and/or classroom teacher shall continually and regularly observe students' eyes, appearance, behavior, visual performance, and perception that may indicate vision difficulties. (Education Code 49455)

### Hearing Tests

The Superintendent or designee shall provide for the administration of hearing tests to district students by personnel authorized to conduct such testing pursuant to Education Code 49452 and 49454 and in accordance with the procedures specified in 17 CCR 2951.

Each student shall be given a hearing screening test at the following times: (17 CCR 2951)

1. Kindergarten or grade 1
2. Grade 2
3. Grade 5
4. Grade 8
5. Grade 10 or 11
6. Upon first entry into the California public school system



Each student enrolled in a special education program, other than those enrolled because of a hearing problem, shall be given a hearing test when enrolled in the program and every third year thereafter. Hearing tests may be given more frequently as needed, based on the individualized education program team's evaluation of the student. (17 CCR 2951)

(cf. 6159 - Individualized Education Program)

A follow-up hearing threshold test shall be administered to any student who fails to respond to any of the required frequencies in the screening test or is otherwise determined to need further evaluation. (17 CCR 2951)

The Superintendent or designee shall provide written notification of test results to the parents/guardians of any student who fails the hearing tests. When the test results fall within the levels specified in 17 CCR 2951 or there is evidence of pathology, such as an infection of the outer ear, chronic drainage, or a chronic earache, the notification shall include a recommendation that a further medical and audiological evaluation be obtained. (17 CCR 2951)

The dates and results of all screening tests and copies of threshold tests shall be included in the student's health records. (17 CCR 2951)

The principal or designee shall prepare an annual report of the school hearing testing program, using forms provided by the Department of Health Services, with copies to the Superintendent and the County Superintendent of Schools. (17 CCR 2951)

## Scoliosis Screening

~~Each female student in grade 7 and each male student in grade 8 shall be screened for scoliosis.— This screening shall comply with California Department of Education standards and shall be performed by qualified personnel as specified in law.— (Education Code 49452.5)~~

~~Persons performing the screening shall not solicit, encourage or advise treatment of the student for scoliosis or any other condition discovered in the course of the screening. (Education Code 49452.5)~~

The parent/guardian of any student suspected of having scoliosis shall receive a notice which includes an explanation of scoliosis and describes the significance of treatment at an early age. This notice shall also describe the public services available for treatment and include a referral to appropriate community resources. (Education Code 49452.5)

## Type 2 Diabetes Information

Because type 2 diabetes in children is a preventable and treatable disease, parents/guardians are encouraged to have their child screened by an authorized health care practitioner for risk factors of the disease, including excess weight, and to request tests of their child's blood glucose to determine if he/she has type 2 diabetes or pre-diabetes.

(cf. 5030 - Student Wellness)

The Superintendent or designee shall provide parents/guardians of incoming students in grade 7 with an information sheet developed by the CDE regarding type 2 diabetes, which includes: (Education Code 49452.7)

1. A description of the disease and its risk factors and warning signs
2. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes be screened for the disease
3. A description of the different types of diabetes screening tests available
4. A description of treatments and prevention methods

The information sheet may be provided with the annual parental notifications required pursuant to Education Code 48980. (Education Code 49452.7)

The Superintendent or designee may provide information to parents/guardians regarding public or private sources from which they may receive diabetes screening and education services for free or at reduced costs.

Regulation	HANFORD ELEMENTARY SCHOOL DISTRICT
approved:	May 16, 2001
reviewed:	December 14, 2016

## HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Joy C. Gabler

FROM: Karen McConnell

DATE: November 10, 2016

FOR: ☒ Board Meeting  
☐ Superintendent's Cabinet

FOR: ☒ Information  
☐ Action

Date you wish to have your item considered: December 14, 2016

**ITEM:** Receive recommended revisions to Administrative Regulation 5141.4 – Child Abuse Prevention and Reporting

**PURPOSE:** The following Administrative Regulation reflects changes (see underlined and strikeouts) that are necessary to align with current practices and procedures as well as recommendations by CSBA.

**FISCAL IMPACT:** None

**RECOMMENDATIONS:** Information

# Hanford ESD

## Administrative Regulation

### Child Abuse Prevention And Reporting

AR 5141.4  
Students

#### Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 5145.7 - Sexual Harassment)

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)

(cf. 3515.3 - District Police/Security Department)

3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to

quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5144 - Discipline)

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)

(cf. 6142.7 - Physical Education and Activity)

(cf. 6145.2 - Athletic Competition)

6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; administrators and employees of a licensed child day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

### Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05, 11167)

Any district employee who reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of

immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

### Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

(cf. 1240 - Volunteer Assistance)

### Reporting Procedures

#### 1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code ~~4465~~11165.9, 11166)

Kings County Child Protective Services  
1200 South Dr.  
Hanford, CA 93230  
559-582-8776

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

#### 2. Written Report

—Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572) Submit form SS 8572 to Kings County Child Protective Services, 1200 South Drive, Hanford, CA 93230. (Penal Code 11166, 11168)

~~The Department of Justice website, Child Welfare and Attendance Office, your School Operations Officer, form may be obtained from the district office~~ or other appropriate agencies, such as the county probation or welfare department or the police or sheriff's department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location, and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
- e. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

### 3. Internal Reporting

—The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

—However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

### Training

Within the first six weeks of each school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. Any school personnel hired during the school year shall receive such training within the first six weeks of employment. (Education Code 44691; Penal Code 11165.7)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The Superintendent or designee shall use the online training module provided by the California Department of Social Services. (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. -(Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

### Victim Interviews by Social Services

Whenever the Department of Social Services or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)



A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

#### Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. -(Education Code 48906)

(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)

#### Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. \_For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. \_The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

(cf. 1312.1 - Complaints Concerning District Employees)

In addition, if the child is enrolled in special education, a separate complaint may be filed with

the California Department of Education pursuant to 5 CCR 4650.

(cf. 1312.3 - Uniform Complaint Procedures)

#### Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. - (Penal Code 11165.7, 11166.5)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal Code 11166 and will comply with those provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)
2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)
3. No employee shall be subject to any sanction by the district for making a report unless it can be shown that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166)

Regulation	HANFORD ELEMENTARY SCHOOL DISTRICT
approved:	September 1, 2010     Hanford, California
revised:	March 16, 2011

revised: May 27, 2015  
revised: December 14, 2016

## HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Joy C. Gabler

FROM: Karen McConnell

DATE: November 10, 2016

FOR: ☒ Board Meeting  
☐ Superintendent's Cabinet

FOR: ☒ Information  
☐ Action

Date you wish to have your item considered: December 14, 2016

**ITEM:** Receive recommended revisions to Administrative Regulation 6159 – Individualized Education Program

**PURPOSE:** The following Administrative Regulation reflects changes (see underlined and strikeouts) that are necessary to align with current practices and procedures as well as recommendations by CSBA.

**FISCAL IMPACT:** None

**RECOMMENDATIONS:** Information

# Hanford ESD

## Administrative Regulation

### Individualized Education Program

AR 6159

#### Instruction

At the beginning of each school year, the district shall have an individualized education program (IEP) in effect for each student with a disability within district jurisdiction. ~~(34 CFR 300.342; Education Code 56344)~~ The IEP shall be a written statement designed by the IEP team to meet the unique educational needs of a student with a disability. (Education Code 56344; 34 CFR 300.323)

Members of the ~~Individualized Education Program (IEP)~~ Team

The ~~district shall ensure that the individualized education program~~ IEP team for any student with a disability ~~-includes~~ shall include the following members: (Education Code 56341, 56341.5; 20 USC 1414(d)(1); 34 CFR 300.321; Education Code 56341, 56341.2, 56341.5)

1. One or both of the student's parents/guardians; and/or a representative selected by ~~the parent/guardian~~ them
2. If the student is or may be participating in the regular education program, at least one of the student's regular education ~~teacher~~ teachers designated by the Superintendent or designee to represent the student's teachers

The regular education teacher shall, to the extent appropriate, participate in the development, review, and revision of the student's IEP, including assisting in the determination of appropriate positive behavioral interventions, supports, and other strategies for the student, and supplementary aids and services, program modifications, and supports for school personnel that will be provided for the student, consistent with 34 CFR 300.320. (Education Code 56341; 20 USC 1414(d)(3)(C); 34 CFR 300.324)

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

~~If more than one regular education teacher is providing instructional services to the student, the district may designate one such teacher to represent the others.~~

3. At least one of the student's special education ~~teacher~~ teachers or, where appropriate, ~~at least one~~ special education provider for the student ~~providers~~
4. A representative of the district who is:
  - a. Qualified to provide or supervise the provision of specially designed instruction to meet

the unique needs of students with disabilities

b. Knowledgeable about the general education curriculum

c. Knowledgeable about the availability of district and/or ~~Special Education Local Plan Areas~~special education local plan area (SELPA) resources

(cf. 0430 - Comprehensive Local Plan for Special Education)

5. An individual who can interpret the instructional ~~implication~~implications of assessment results

This individual may already be a member of the team as described in items #2-4 above or in item #6 below.

6. At the discretion of the parent/guardian or ~~district~~the Superintendent or designee, other individuals who have knowledge or special expertise regarding the student, including related services personnel, as appropriate. The determination of whether the individual has knowledge or special expertise regarding the student shall be made by the party who invites the individual to be a member of the IEP team.—(Education Code 56341)

7. Whenever appropriate, the student with ~~the~~a disability

~~8. For transition service participants:~~

~~a. The student, of any age, with~~In the ~~disability if~~development, review, or revision of his/her IEP, the purpose of the meeting is the consideration of the student's postsecondary goals and the transition services needed to assist the student in reaching those goals pursuant to 34 CFR 300.320(b)

~~If the student does not attend the IEP team meeting, the district~~student shall ~~take other steps to ensure that the student's preferences and interests are considered.~~

~~b. To the extent appropriate and with the consent of the parent/guardian, a be allowed to provide confidential input to any representative of any other agency that is likely to be responsible for providing or paying for transition services—his/her IEP team.~~

~~If a representative of such other local agency has been invited but does not attend the meeting, the district shall take other steps to obtain participation of the agency in the planning of any transition services.~~ (Education Code 56341.5)

~~9. For students~~8. When the student is suspected of having a specific learning disability ~~in accordance with 34 CFR 300.308 (formerly 300.540) and 34 CFR 300.310 (formerly 300.542),~~at least one individual who is qualified to conduct individual diagnostic examinations of the student, such as a school psychologist, speech language pathologist, or remedial reading teacher.—(Education Code 56341)

\_\_\_\_\_ In accordance with 34 CFR 300.310 ~~(formerly 300.542)~~, at least one team member other than the student's regular education teacher shall observe the student's academic performance and behavior in the areas of difficulty in his/her learning environment, including in the regular classroom setting. If the child is younger than five years or not enrolled in school, a team member shall observe the child in an environment appropriate for a child of that age.—  
(Education Code 56341)

In the following circumstances, the Superintendent or designee shall invite other specified individuals to an IEP team meeting:

1. \_\_\_\_\_ 10. —For students who have When the student has been placed in a group home by the juvenile court, a representative of the group home shall be invited to attend IEP team meetings.  
(Education Code 56341.2)

~~If a student with disabilities is identified as potentially requiring mental health services, the district shall request the participation of the county mental health program in the IEP team meeting.— (Education Code 56331)~~

~~Upon request~~ 2. \_\_\_\_\_ Whenever the IEP team is meeting to consider the student's postsecondary goals and the transition services needed to assist him/her in reaching the goals as stated in Education Code 56345(a)(8), the following individuals shall be invited to attend: (34 CFR 300.321)

a. \_\_\_\_\_ The student, regardless of his/her age

\_\_\_\_\_ If the student does not attend the IEP team meeting, the Superintendent or designee shall take other steps to ensure that the student's preferences and interests are considered.

b. \_\_\_\_\_ To the extent appropriate, and with the consent of the parent/guardian ~~of a child who~~, a representative of any other agency that is likely to be responsible for providing or paying for the transition services

3. \_\_\_\_\_ If the student was previously served under the Early Education for Individuals with Exceptional Needs (Education Code 56425-56432) or the California Early Intervention Services Act (Government Code 95000-95004), ~~the district~~ and upon request of the student's parent/guardian, the Superintendent or designee shall invite the Infant and Toddlers with Disabilities Coordinator or other representative of the early education—  
or early intervention system to the initial IEP team meeting to assist with the smooth transition of services. (Education Code 56341; 20 USC 1414(d)(1)(D); 34 CFR 300.321; ~~Education Code 56341~~)

A member of the IEP team shall not be required to attend an IEP team meeting, in whole or in part, if the parent/guardian ~~consents~~ and the district agrees/agree, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is

not being modified or discussed at the meeting. ~~If Even if~~ the meeting involves a discussion of the IEP team member's area of the curriculum or related service, the ~~IEP team~~ member may be excused from the meeting if the parent/guardian ~~consents~~, in writing, and the district consent to the excusal after conferring with the member and the member submits to the parent/guardian and team written input into the development of the IEP prior to the meeting. ~~← (Education Code 56341; 20 USC 1414(d)(1)(C); 34 CFR 300.321; Education Code 56341)~~

#### ~~Parent/Guardian Participation and Other Rights~~

~~The Superintendent or designee shall take steps to ensure that one or both of the parents/guardians of the student with a disability are present at each IEP team meeting or are afforded the opportunity to participate. These steps shall include notifying the parents/guardians of the meeting early enough to ensure that they will have the opportunity to attend and scheduling the meeting at a mutually agreed upon time and place. (34 CFR 300.322; Education Code 56341.5)~~

~~The Superintendent or designee shall send parents/guardians notices of IEP team meetings that: (34 CFR 300.322; Education Code 56341.5)~~

- ~~1. ——— Indicate the purpose, time, and location of the meeting~~
- ~~2. ——— Indicate who will be in attendance at the meeting~~
- ~~3. ——— Inform the parents/guardians of the provisions of 34 CFR 300.321(a)(6) and (c) relating to the participation on the IEP team of other individuals who have knowledge or special expertise about the student, and 34 CFR 300.321(f) relating to the participation of the Infant and Toddlers with Disabilities Coordinator at the initial IEP team meeting~~
- ~~4. ——— For students beginning at age 16 (or younger than 16 if deemed appropriate by the IEP team):~~
  - ~~a. ——— Indicate that the purpose of the meeting will be the consideration of postsecondary goals and transition services for the student pursuant to 20 USC 1414(d)(1)(A)(i)(VIII), 34 CFR 300.320(b), and Education Code 56345.1~~
  - ~~b. ——— Indicate that the district will invite the student to the IEP team meeting~~
  - ~~c. ——— Identify any other agency that will be invited to send a representative~~

~~(cf. 5145.6 – Parental Notifications)~~

~~At each IEP team meeting convened by the district, the district administrator or specialist on the team shall inform the parent/guardian and student of the federal and state procedural safeguards included in the notice of parental rights provided pursuant to Education Code 56321. (Education Code 56500.1)~~



~~(cf. 6159.1 – Procedural Safeguards and Complaints for Special Education)~~

~~The parent/guardian shall have the right and opportunity to examine all of his/her child's school records upon request and before any IEP meeting. Upon receipt of an oral or written request, the district shall provide complete copies of the records within five business days. (Education Code 56043)~~

~~(cf. 5125 – Student Records)~~

~~If neither parent/guardian can attend the meeting, the Superintendent or designee shall use other methods to ensure parent/guardian participation, including video conferences or individual or conference telephone calls. (20 USC 1414(f); 34 CFR 300.322; Education Code 56341.5)~~

~~An IEP team meeting may be conducted without a parent/guardian in attendance if the district is unable to convince the parent/guardian that he/she should attend. In such a case, the district shall maintain a record of its attempts to arrange a mutually agreed upon time and place for the meeting, including: (34 CFR 300.322; Education Code 56341.5)~~

- ~~1. Detailed records of telephone calls made or attempted and the results of those calls~~
- ~~2. Copies of correspondence sent to the parent/guardian and any responses received~~
- ~~3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits~~

~~Parents/guardians and the district shall have the right to audiotape the proceedings of IEP team meetings, provided members of the IEP team are notified of this intent at least 24 hours before the meeting. If the district gives notice of intent to audiotape a meeting and the parent/guardian objects or refuses to attend because the meeting would be audiotaped, the meeting shall not be audiotaped. Parents/guardians also have the right to: (Education Code 56341.1)~~

- ~~1. Inspect and review the audiotapes~~
- ~~2. Request that the audiotapes be amended if the parents/guardians believe they contain information that is inaccurate, misleading, or in violation of the student's privacy rights or other rights~~
- ~~3. Challenge, in a hearing, information that the parents/guardians believe is inaccurate, misleading, or in violation of the student's privacy rights or other rights~~

~~The district shall take any action necessary to ensure that the parents/guardians understand the proceedings of the meeting, including arranging for an interpreter for parents/guardians with deafness or whose native language is not English. (34 CFR 300.322; Education Code 56345.1)~~

~~The district shall give the parents/guardians of a student with disabilities a copy of his/her child's IEP at no cost. (34 CFR 300.322)~~

## Contents of the IEP

The IEP shall ~~be a written statement determined in a meeting of the IEP team. It shall~~ include, but not be limited to, all of the following: ~~(20 USC 1414(d)(1)(A); 34 CFR 300.320; Education Code 56043, 56345, 56345.1; 20 USC 1414(d)(1)(A); 34 CFR 300.320)~~

1. A statement of the present levels of the student's academic achievement and functional performance, including:

a. The manner in which the student's disability affects his/her involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled students)

b. For a preschool child, as appropriate, the manner in which the disability affects his/her participation in appropriate activities

c. For a student with a disability who takes alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives

2. A statement of measurable annual goals, including academic and functional goals, designed to ~~do the following~~:

a. Meet the student's needs that result from his/her disability in order to enable the student to be involved in and progress in the general education curriculum

b. Meet each of the student's other educational needs that result from his/her disability

~~e. For students with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives~~

3. A description of the manner in which the student's progress ~~of the student~~ toward meeting the annual goals described in item #2 above will be measured and when the district will provide periodic reports on the progress the student is making toward meeting the annual goals, such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards

4. A statement of the ~~specific~~ special education instruction and related services and supplementary aids and services, based on peer-reviewed research, to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided ~~for~~ to enable the student to:

a. Advance appropriately toward attaining the annual goals

b. Be involved and make progress in the general education curriculum in accordance with item #1 above and to participate in extracurricular and other nonacademic activities

c. Be educated and participate with other students with disabilities and nondisabled students in the activities described in ~~Education Code 56345(a)~~the IEP

(cf. 3541.2 - Transportation for Students with Disabilities)

5. An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in ~~the~~ extracurricular and other nonacademic activities described in ~~item #4 above~~the IEP

~~6. A statement of any individual appropriate accommodations that are~~

6. A statement of any appropriate individual accommodations necessary to measure the academic achievement and functional performance of the student on state and districtwide assessments-

If the IEP team determines that the student shall take an alternate assessment instead of a particular regular state or districtwide assessment, ~~a statement of the following: the student's IEP also shall include a statement of the reason that he/she cannot participate in the regular assessment and the reason that the particular alternate assessment selected is appropriate for him/her.~~

~~a. The reason that the student cannot participate in the regular assessment~~

~~b. The reason that the particular alternate assessment selected is appropriate for the student~~

(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)

(cf. 6162.51 - ~~Standardized Testing and Reporting Program~~State Academic Achievement Tests)

(cf. 6162.52 - High School Exit Examination)

7. The projected date for the beginning of the services and modifications described in item #4 above and the anticipated frequency, location, and duration of those services and modifications

8. Beginning not later than the first IEP to be in effect when the student is 16 years of age, or younger if determined appropriate by the IEP team, and updated annually thereafter, the following:

       a. Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills

       b. The transition services, including courses of study, needed to assist the student in reaching those goals

9. Beginning at least one year before the student reaches age 18, a statement that the student has been informed of his/her rights, if any, ~~pursuant to Education Code 56041.5~~ that will transfer

to ~~the student~~him/her upon reaching age 18, pursuant to Education Code 56041.5

Where appropriate, the IEP shall also include: (Education Code 56345)

1. For ~~students~~a student in grades 7-12, any alternative means and modes necessary for the student to complete the district's prescribed course of study and to meet or exceed proficiency standards required for graduation

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.11 - Alternative Credits Toward Graduation)

2. Linguistically appropriate goals, objectives, programs, and services for ~~students~~a student whose native language is not English

(cf. 6174 - Education for English Language Learners)

3. Extended school year services when the IEP team determines, on an individual basis, that the services are necessary for the provision of a free appropriate public education (FAPE)

(cf. 5148.2 - Before/After School Programs)

(cf. 6177 - Summer School)

4. Provision for transition into the regular education program if the student is to be transferred from a special class or center, or nonpublic, nonsectarian school, into a regular education program in a public school for any part of the school day

~~The IEP shall include,~~ including descriptions of activities intended to:

a. Integrate the student into the regular education program, including indications of the nature of each activity and the time spent on the activity each day or week

b. Support the transition of the student from the special education program into the regular education program

(cf. 6176 - Weekend/Saturday Classes)

(cf. 6178 - ~~Vocational~~Career Technical Education)

(cf. 6181 - Alternative Schools/Programs of Choice)

5. Specialized services, materials, and equipment for ~~students~~a student with low incidence disabilities, consistent with the guidelines pursuant to Education Code 56136

Development, ~~Review, and Revision~~ of the IEP

Within 30 days of a determination that a student needs special education and related services, the Superintendent or designee shall ensure that a meeting to develop an initial IEP is conducted. (34 CFR 300.323)

Any IEP required as a result of an assessment of a student shall be developed within 60 days from the date of receipt of the parent/guardian's written consent for assessment, unless the parent/guardian agrees, in writing, to an extension. Days between the student's regular school sessions, terms, or vacation of more than five school days shall not be counted. In the case of school vacations, the 60-day time limit shall recommence on the date that the student's school days reconvene. (Education Code 56344)

However, when the IEP is required as a result of an assessment of a student for whom a referral has been made 30 days or less prior to the end of the preceding regular school year, the IEP shall be developed within 30 days after the commencement of the subsequent regular school year. (Education Code 56344)

In developing the IEP, the IEP team shall consider all of the following: (Education Code 56341.1, 56345; 20 USC 1414(d)(3)(A); 34 CFR 300.346; Education Code 56341.1, 56345, 56344)

1. The strengths of the student-
2. The concerns of the parents/guardians for enhancing the education of their child

~~2. The concerns of the parents/guardians for enhancing the education of their child~~

3. The results of the initial or most recent assessment of the student

4. The academic, developmental, and functional needs of the student

~~assessment or most recent assessment of the student~~

- ~~4. The academic, developmental, and functional needs of the student~~

5. In the case of a student whose behavior impedes his/her learning or that of others, ~~if appropriate,~~ the use of positive behavioral interventions and supports and other strategies to address that behavior

6. In the case of a student with limited English proficiency, the language needs of the student as such needs relate to the student's IEP

7. In the case of a student who is blind or visually impaired, the need to provide for instruction in Braille and instruction in the use of Braille.—

\_\_\_\_ However, such instruction need not be included in the IEP if the IEP team determines that instruction in Braille or the use of Braille is not appropriate for the student. This determination shall be based upon an assessment of the student's reading and writing skills, his/her future needs for instruction in Braille or the use of Braille, and other appropriate reading and writing media.

8. The communication needs of the student, and, in the case of a student who is deaf or hard of hearing, the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode

The team shall also consider the related services and program options that provide the student with an equal opportunity for communication access, ~~including the following as described in Education Code 56345).~~

- ~~a. The student's primary language mode and language, which may include the use of spoken language with or without visual cues and/or the use of sign language~~
- ~~b. The availability of a sufficient number of age, cognitive, and language peers of similar abilities which may be met by consolidating services into a local plan area wide program or providing placement pursuant to Education Code 56361 c~~
- ~~c. Appropriate, direct, and ongoing language access to special education teachers and other specialists who are proficient in the student's primary language mode and language consistent with existing law regarding teaching training requirements~~
- ~~d. Services necessary to ensure communication accessible academic instructions, school services, and extracurricular activities consistent with the federal Vocational Rehabilitation Act and the federal Americans with Disabilities Act~~

9. Whether the student requires assistive technology devices and services

If, in considering the special factors in items #1-9 above, the IEP team determines that atthe student needs a particular device or service, including an intervention, accommodation, or other program modification, in order to receive ~~a~~FAPE, the IEP team ~~must~~shall include a statement to that effect in the student's IEP.- (Education Code 56341.1)

~~The Superintendent or designee shall ensure that the IEP team: (20 USC 1414(d)(4); 34 CFR-300.324; Education Code 56043, 56341.1, 56380~~

Provision of Special Education and Related Services

The district shall

- ~~1. Reviews the IEP periodically, but at least annually, to determine whether the annual goals for the student are being achieved and the appropriateness of placement~~
- ~~2. Revises the IEP, as appropriate, to address:~~
  - ~~a. Any lack of expected progress toward the annual goals and in the general curriculum, where appropriate~~
  - ~~b. The results of any reassessment conducted pursuant to Education Code 56381~~

c. ~~Information about the student provided to or by the parents/guardians regarding review of evaluation data pursuant to 34 CFR 305(a)(2) and Education Code 56381(b)~~

d. ~~The student's anticipated needs~~

e. ~~Other matters~~

3. ~~Considers the special factors listed in items #5-9 above when reviewing the IEP.~~

4. ~~The IEP team shall also meet: (Education Code 56343)~~

a. ~~Whenever the student has received an initial formal assessment and, when desired, when the student receives any subsequent formal assessment~~

b. ~~Upon request by the student's parent/guardian or teacher to develop, review, or revise the IEP~~

~~If a participating agency other than the district fails to provide the transition services described in the student's IEP, the team shall reconvene to identify alternative strategies to meet the transition service objectives set out for the student in the IEP. (20 USC 1414(d); 34 CFR 300.324; Education Code 56345.1)~~

~~As a member of the IEP team, the regular education teacher shall, to the extent appropriate, participate in the development, review, and revision of the student's IEP, including assisting in the determination of: (20 USC 1414(d)(3)(C); 34 CFR 300.324; Education Code 56341)~~

1. ~~Appropriate positive behavioral interventions and supports and other strategies for the student~~

~~(cf. 6159.4 Behavioral Interventions for Special Education Students)~~

2. ~~Supplementary aids and services, program modifications, and supports for school personnel that will be provided for the student, consistent with 34 CFR 300.320. To the extent possible, the district shall encourage the consolidation of reassessment meetings and other IEP team meetings for a student. (20 USC 1414(d)(3)(A); 34 CFR 300.324)~~

3. ~~The student shall be allowed to provide confidential input to any representative of his/her IEP team. (Education Code 56341.5)~~

~~When a change is necessary to a student's IEP after the annual IEP team meeting for the school year has been held, the parent/guardian and the district may agree not to convene an IEP team meeting for the purpose of making the change and instead may develop a written document to amend or modify the student's current IEP. The IEP team shall be informed of any such changes. Upon request, the district shall provide the parent/guardian with a revised copy of the IEP with the incorporated amendments. (20 USC 1414(d)(3)(D); 34 CFR 300.324)~~



~~If a student with disabilities residing in a licensed children's institution or foster family home has been placed by the district in a nonpublic, nonsectarian school, the district shall conduct an annual evaluation as part of the IEP process of whether the placement is the least restrictive environment that is appropriate to meet the student's needs. (Education Code 56157)(cf. 6173.1—Education for Foster Youth)~~

~~When an IEP calls for a residential placement as a result of a review by an expanded IEP team, the IEP shall include a provision for a review, at least every six months, by the full IEP team of all of the following: (Education Code 56043)~~

- ~~1. The case progress~~
- ~~2. The continuing need for out-of-home placement~~
- ~~3. The extent of compliance with the IEP~~
- ~~4. Progress toward alleviating the need for out-of-home care~~
- ~~5. Timelines for the IEP and for the Provision of Services At the beginning of each school year, the district shall have an IEP in effect for each student with a disability within district jurisdiction. (34 CFR 300.323; Education Code 56344)~~

~~The district shall ensure that a meeting to develop an initial IEP is conducted within 30 days of a determination that a student needs special education and related services. The district shall also ensure that, as soon as possible following development of the IEP, special education services and related services are made available to the student in accordance with his/her IEP. (34 CFR 300.323; (Education Code 56344; 34 CFR 300.323)~~

~~An IEP required as a result of an assessment of the student shall be developed within 60 days (not counting days between the student's regular school sessions, terms or days of school vacation in excess of five school days) from the date of receipt of the parent/guardian's written consent for assessment, unless the parent/guardian agrees, in writing, to an extension. (Education Code 56344)~~

~~However, an IEP required as a result of an assessment of a student shall be developed within 30 days after the commencement of the subsequent regular school year for a student for whom a referral has been made 20 days or less prior to the end of the regular school year. In the case of school vacations, the 60-day time limit shall recommence on the date that student's school days reconvene. (Education Code 56344)~~

~~When a parent/guardian requests an IEP team meeting to review the IEP, the team shall meet within 30 days of receiving the parent/guardian's written request, not counting days between the student's regular school sessions, terms, or days of school vacation in excess of five school days. If a parent/guardian makes an oral request, the district shall notify the parent/guardian of the need for a written request and the procedure for filing such a request. (Education Code 56043,~~



56343.5)

~~A regular education or special education teacher may request a review of the classroom assignment of a special education student by submitting a written request to the Superintendent or designee. The Superintendent or designee shall consider the request within 20 days of receiving it, not counting days when school is not in session or, for year-round schools, days when the school is off track. If the review indicates a need for change in the student's placement, instruction, and/or related services, the Superintendent or designee shall convene an IEP team meeting, which shall be held within 30 days of the Superintendent or designee's review, not counting days when school is not in session or days when school is off track, unless the student's parent/guardian consents in writing to an extension of time.~~

The ~~district~~Superintendent or designee shall ensure that the student's IEP is accessible to each regular education teacher, special education teacher, related service provider, and any other service provider who is responsible for its implementation. ~~The district Superintendent or designee also~~ shall ~~also~~ ensure that such teachers and providers are informed of their specific responsibilities related to implementing the IEP and the specific accommodations, modifications, and supports that must be provided to the student in accordance with the IEP. (34 CFR 300.323)

### Review and Revision of the IEP

The Superintendent or designee shall ensure that the IEP team reviews the IEP periodically, but at least annually, in order to: (Education Code 56043, 56341.1, 56380; 20 USC 1414(d)(4); 34 CFR 300.324)

1. Determine whether the annual goals for the student are being achieved
2. Revise the IEP, as appropriate, to address:
  - a. Any lack of expected progress toward the annual goals and in the general education curriculum, where appropriate
  - b. The results of any reassessment conducted pursuant to Education Code 56381
  - c. Information about the student provided to or by the parents/guardians regarding review of evaluation data pursuant to 34 CFR 300.305(a)(2) and Education Code 56381(b)
  - d. The student's anticipated needs
  - e. Any other relevant matter
3. Consider the special factors listed in items #5-9 above under "Development of the IEP," when reviewing the IEP of any student with a disability to whom one of those factors may apply

The IEP team shall also meet at any other time upon request by the student's parent/guardian or teacher to review or revise the IEP. (Education Code 56343)

When a parent/guardian requests an IEP team meeting to review the IEP, the team shall meet within 30 days of receiving the parent/guardian's written request, not counting days between the student's regular school sessions or terms or days of school vacation in excess of five school days. If a parent/guardian makes an oral request, the district shall notify the parent/guardian of the need for a written request and the procedure for filing such a request. (Education Code 56043, 56343.5)

A regular education or special education teacher may request a review of the classroom assignment of a student with a disability by submitting a written request to the Superintendent or designee. The Superintendent or designee shall consider the request within 20 days of receiving it, not counting days when school is not in session or, for year round schools, days when the school is off track. If the review indicates a need for change in the student's placement, instruction, and/or related services, the Superintendent or designee shall convene an IEP team meeting, which shall be held within 30 days of the Superintendent or designee's review, not counting days when school is not in session or days when school is off track, unless the student's parent/guardian consents in writing to an extension of time.

If a participating agency other than the district fails to provide the transition services described in the student's IEP, the team shall reconvene to identify alternative strategies to meet the transition service objectives set out for the student in the IEP. (Education Code 56345.1; 20 USC 1414(d); 34 CFR 300.324)

If a student with a disability residing in a licensed children's institution or foster family home has been placed by the district in a nonpublic, nonsectarian school, the Superintendent or designee shall conduct an annual evaluation as part of the IEP process of whether the placement is the least restrictive environment that is appropriate to meet the student's needs. (Education Code 56157)

(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)  
(cf. 6173.1 - Education for Foster Youth)

To the extent possible, the Superintendent or designee shall encourage the consolidation of reassessment meetings and other IEP team meetings for a student. (20 USC 1414(d)(3)(A); 34 CFR 300.324)

When a change is necessary to a student's IEP after the annual IEP team meeting for the school year has been held, the parent/guardian and the Superintendent or designee may agree not to convene an IEP team meeting for the purpose of making the change and instead may develop a written document to amend or modify the student's current IEP. The IEP team shall be informed of any such changes. Upon request, the Superintendent or designee shall provide the parent/guardian with a revised copy of the IEP with the incorporated amendments. (20 USC 1414(d)(3)(D); 34 CFR 300.324)

Audio Recording of IEP Team Meetings

Parents/guardians and the Superintendent or designee shall have the right to audio record the proceedings of IEP team meetings, provided members of the IEP team are notified of this intent at least 24 hours before the meeting. If the Superintendent or designee gives notice of intent to audio record a meeting and the parent/guardian objects or refuses to attend because the meeting would be audio recorded, the meeting shall not be audio recorded. Parents/guardians also have the right to: (Education Code 56341.1)

1. Inspect and review the audio recordings
2. Request that an audio recording be amended if they believe it contains information that is inaccurate, misleading, or in violation of the student's privacy rights or other rights
3. Challenge, in a hearing, information that the parents/guardians believe is inaccurate, misleading, or in violation of the student's privacy rights or other rights

#### Parent/Guardian Participation and Other Rights

The Superintendent or designee shall take steps to ensure that one or both of the parents/guardians of the student with a disability are present at each IEP team meeting or are afforded the opportunity to participate. These steps shall include notifying the parents/guardians of the meeting early enough to ensure that they will have the opportunity to attend and scheduling the meeting at a mutually agreed upon time and place. (Education Code 56341.5; 34 CFR 300.322)

The Superintendent or designee shall send parents/guardians notices of IEP team meetings that: (Education Code 56341.5; 34 CFR 300.322)

1. Indicate the purpose, time, and location of the meeting
2. Indicate who will be in attendance at the meeting
3. Inform them of:
  - a. Their right to bring to the meeting other individuals who have knowledge or special expertise about the student, pursuant to Education Code 56341(b)(6)
  - b. The provision of Education Code 56341(i) relating to the participation of the Infant and Toddlers with Disabilities Coordinator at the initial IEP team meeting, if the student was previously served under Early Education for Individuals with Exceptional Needs (Education Code 56425-56432) or the California Early Intervention Services Act (Government Code 95000-95004)

In addition, when the IEP team meeting is to consider the development, review, or revision of the IEP of a student with a disability who is 16 years of age or older, or younger than 16 if deemed appropriate by the IEP team, the Superintendent or designee's notice to the student's parents/guardians shall include the following: (Education Code 56341.5)

1. An indication that a purpose of the meeting will be the consideration of postsecondary goals and transition services for the student pursuant to Education Code 56345.1, 20 USC 1414(d)(1)(A)(i)(VIII), and 34 CFR 300.320(b)

2. An indication that the student is invited to the IEP team meeting

3. Identification of any other agency that will be invited to send a representative

(cf. 5145.6 - Parental Notifications)

At each IEP team meeting convened by the district, the district administrator or specialist on the team shall inform the parent/guardian and student of the federal and state procedural safeguards included in the notice of parental rights provided pursuant to Education Code 56321. (Education Code 56500.1)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

The parent/guardian shall have the right and opportunity to examine all of his/her child's school records upon request, before any IEP meeting, and in connection with any hearing or resolution session on matters affecting his/her child, including, but not limited to, initial formal assessment, procedural safeguards, and due process. Upon receipt of an oral or written request, the Superintendent or designee shall provide complete copies of the records within five business days. (Education Code 56043, 56504)

(cf. 5125 - Student Records)

The parent/guardian shall have the right to present information to the IEP team in person or through a representative and the right to participate in meetings that relate to eligibility for special education and related services, recommendations, and program planning. (Education Code 56341.1)

If neither parent/guardian can attend the meeting, the Superintendent or designee shall use other methods to ensure parent/guardian participation, including video conferences or individual or conference telephone calls. (Education Code 56341.5; 20 USC 1414(f); 34 CFR 300.322)

An IEP team meeting may be conducted without a parent/guardian in attendance if the Superintendent or designee is unable to convince the parent/guardian that he/she should attend. In such a case, the Superintendent or designee shall maintain a record of the attempts to arrange a mutually agreed upon time and place for the meeting, including: (Education Code 56341.5; 34 CFR 300.322)

1. Detailed records of telephone calls made or attempted and the results of those calls

2. Copies of correspondence sent to the parent/guardian and any responses received

### 3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits

The Superintendent or designee shall take any action necessary to ensure that the parents/guardians understand the proceedings of the meeting, including arranging for an interpreter for parents/guardians with deafness or whose native language is not English. (Education Code 56341.5; 34 CFR 300.322)

The Superintendent or designee shall give the parents/guardians of a student with a disability a copy of his/her child's IEP at no cost. (Education Code 56341.5; 34 CFR 300.322)

### Parent/Guardian Consent for Provision of Special Education and Services

Before providing special education and related services to any student, the ~~district~~Superintendent or designee shall seek to obtain informed consent of the student's parent/guardian pursuant to 20 USC 1414(a)(1). ~~If the parent/guardian refuses to consent to the initiation of services, the~~ The district shall not provide ~~the~~ services by utilizing the due process hearing procedures pursuant to 20 USC 1415(f). ~~if the parent/guardian refuses to consent to the initiation of services.~~ If the parent/guardian does not consent to all of the components of the IEP, then those components to which the parent/guardian has consented shall be implemented so as not to delay providing instruction and services to the student.  (Education Code 56346)

If the ~~parent/guardian refuses all services in the IEP after having consented to those services in the past, the district shall file a request for a due process hearing.~~ If the ~~district~~Superintendent or designee determines that a part of ~~the~~a proposed IEP to which the parent/guardian does not consent is necessary in order to provide the student with FAPE, a due process hearing shall be initiated in accordance with 20 USC 1415(f).  While the due process hearing is pending, the student shall remain in the current placement unless the parent/guardian and the ~~district~~Superintendent or designee agree otherwise.  (Education Code 56346)

If at any time subsequent to the initial provision of services, the student's parent/guardian, in writing, revokes consent for the continued provision of special education services, the Superintendent or designee shall provide prior written notice within a reasonable time before ceasing to provide services to the student. The Superintendent or designee shall not request a due process hearing or pursue mediation in order to require an agreement or ruling that services be provided to the student. (Education Code 56346; 34 CFR 300.300, 300.503)

When the district ceases to provide special education services in response to the parent/guardian's revocation of consent, the student shall be classified as a general education student.

### Transfer Students

To facilitate the ~~student's transition, the district~~ of a student with a disability who is transferring into the district, the Superintendent or designee shall take reasonable steps to promptly obtain the student's ~~records of a student with disabilities transferring into this district~~, including his/her IEP

and the supporting documents related to the provision of special education services. (~~34 CFR 300.323~~; Education Code 56325; 34 CFR 300.323)

If ~~athe~~ student ~~with disabilities~~ transfers ~~to this~~into the district ~~during the school year~~ from a ~~another school~~ district within ~~this~~the same SELPA, ~~this during the school year, the~~ district shall continue, ~~without delay~~, to provide services comparable to those described in the student's existing IEP, unless ~~the student's his/her~~ parent/guardian and the district agree to develop, adopt, and implement a new IEP that is consistent with state and federal law. (~~34 CFR 300.323~~; Education Code 56325; 34 CFR 300.323)

If ~~athe~~ student ~~with disabilities~~ transfers ~~to this~~into the district ~~during the school year~~ from a Californiaschool district outside of ~~this~~the district's SELPA, ~~this during the school year, the~~ district shall provide the student with FAPE, including services comparable to those described in the previous district's IEP. Within 30 days, ~~this district~~the Superintendent or designee shall, in consultation with the student's parents/guardians, adopt the ~~other~~previous district's IEP or shall develop, adopt, and implement a new IEP that is consistent with state and federal law. (~~34 CFR 300.323~~; Education Code 56325; 34 CFR 300.323)

If ~~athe~~ student ~~with disabilities~~ transfers ~~to this~~into the district ~~during the school year~~ from an out-of-state district, ~~this during the school year, the~~ district shall provide the student with FAPE, including services comparable to the out-of-state district's IEP, in consultation with the parent/guardian, until such time as ~~this district~~the Superintendent or designee conducts an assessment, if ~~this district~~it determines that such an assessment is necessary, and develops, adopts, and implements a new IEP, if appropriate. (~~34 CFR 300.323~~; Education Code 56325; 34 CFR 300.323)

~~Regulation~~—~~HANFORD ELEMENTARY SCHOOL DISTRICT~~

~~approved:— May 16, 2001 Hanford, California~~

~~revised:— May 26, 2005~~

~~revised:— August 1, 2006~~

~~revised:— October 3, 2007~~ (11/06 11/10) 3/12

~~revised:— December 9, 2016~~

## HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Board of Trustees

FROM: Joy C. Gabler

DATE: 11/15/16

FOR: ☒ Board Meeting  
☐ Superintendent's Cabinet

FOR: ☐ Information  
☒ Action

Date you wish to have your item considered: 12/14/16

**ITEM:** Approval of Purchase of real property at 1325 Beulah Street, Hanford, California

**PURPOSE:** Purchase of real property 1325 Beulah Street in order to provide greater access to the HESD District Kitchen and Grounds Department. The cost of the property including HESD's share of the escrow fees and costs is \$50,000 with a 90-day escrow.

**FISCAL IMPACT:** \$50,000.00

**RECOMMENDATIONS:** Approve

Robert M. Dowd\*  
 Robert W. Gin\*†  
 Randy L. Edwards  
 Jim D. Lee  
 Jeffrey L. Levinson\*  
 Raymond L. Carlson  
 Ty N. Mizote\*  
 Michael R. Johnson\*  
 Mario U. Zamora\*  
 Andrew J. Brownson

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COBB DOWD & GIN LLP

Lyman D. Griswold  
 (1914-2000)

Michael E. LaSalle  
 (Retired)

Steven W. Cobb  
 (1947-1993)

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 †Of Counsel

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*Direct Fax 1-800-947-0439*

September 22, 2016

Amparo Vryhof  
 COLDWELL BANKER PREMIER REAL ESTATE  
 1002 North 11<sup>th</sup> Avenue  
 Hanford, CA 93230

Re: 1325 Beulah Street, Hanford, California

Dear Ms. Vryhof:

This office is counsel for the Hanford Elementary School District. We have been authorized to submit an offer to purchase the property at 1325 Beulah Street, Hanford, California (the "Property").

Our client is willing to pay a total of \$50,000.00 for purchase of the property. This would be an all cash to seller at the close of escrow. Please note the \$50,000.00 includes the buyer's share of escrow fees and costs.

We understand there are tenants who are on the property at this time. The tenancies of each of these tenants would have to be terminated and the tenants have vacated the property prior to the close of escrow.

The buyer reserves the right to review and approve a Preliminary Report of Title for the property. The buyer also reserves the right to perform due diligence and would be able to terminate escrow without liability should the buyer disapprove of the Preliminary Report or the results of any Phase 1 Environmental Site Assessment.



Amparo Vryhof  
COLDWELL BANKER PREMIER REAL ESTATE  
September 22, 2016  
Page 2

Please note that this offer will remain in force and effect for a period of seven (7) days from the date of this letter.

Please note that there is no binding obligation on the part of the District to purchase the property unless and until any such offer is approved by the Board of Trustees.

Very truly yours,

GRISWOLD, LaSALLE, COBB,  
DOWD & GIN, L.L.P.

By: Robert W. Gin  
ROBERT W. GIN *mjd*

RWG:mjd

cc: Joy Gabler

Randy Edwards

c:\users\dutra.g\cdg\desktop\wp51\rwg\hanfordelementary-vryhofamparo-coldwellbanker2016922ltr



CALIFORNIA  
ASSOCIATION  
OF REALTORS®

**SELLER COUNTER OFFER No. 1**  
May not be used as a multiple counter offer.  
(C.A.R. Form SCO, 11/14)

Date October 5, 2016

This is a counter offer to the: ☒ Purchase Agreement, ☐ Buyer Counter Offer No. \_\_\_\_\_, or ☐ Other \_\_\_\_\_ ("Offer"),  
dated September 22, 2016, on property known as 1325 Beulah St, Hanford, CA 93230 ("Property"),  
between \_\_\_\_\_ ("Buyer")  
and John C. & Carma J. Cope Family Trust ("Seller").

1. **TERMS:** The terms and conditions of the above referenced document are accepted subject to the following:

- A. Paragraphs in the Offer that require initials by all parties, but are not initialed by all parties, are excluded from the final agreement unless specifically referenced for inclusion in paragraph 1C of this or another Counter Offer or an addendum.  
B. Unless otherwise agreed in writing, down payment and loan amount(s) will be adjusted in the same proportion as in the original Offer.

C. **OTHER TERMS:** Purchase Price to be \$50,000. A 45 day escrow for tenant to vacate. Use the CAR Forms and CB Addendum required to complete this transaction.

D. The following attached addenda are incorporated into this Seller Counter offer: ☐ Addendum No. \_\_\_\_\_

2. **EXPIRATION:** This Seller Counter Offer shall be deemed revoked and the deposits, if any, shall be returned:

- A. Unless by 5:00pm on the third Day After the date it is signed in paragraph 4 (if more than one signature then, the last signature date)(or by ☐ AM ☐ PM on \_\_\_\_\_ (date)) (i) it is signed in paragraph 5 by Buyer and (ii) a copy of the signed Seller Counter Offer is personally received by Seller or \_\_\_\_\_, who is authorized to receive it.

OR B. If Seller withdraws it anytime prior to Acceptance (CAR Form WOO may be used).

OR C. If Seller accepts another offer prior to Buyer's Acceptance of this counter offer.

3. **MARKETING TO OTHER BUYERS:** Seller has the right to continue to offer the Property for sale. Seller has the right to accept any other offer received, prior to Acceptance of this Counter Offer by Buyer as specified in 2A and 5. In such event, Seller is advised to withdraw this Seller Counter Offer before accepting another offer.

4. **OFFER:** <sup>DocuSigned by:</sup> Seller: John C. Cope John C. & Carma J. Cope Family Trust Date 10/5/2016 12:36 P

Seller: John C. Cope  
Seller: John C. & Carma J. Cope Family Trust

5. **ACCEPTANCE:** I/WE accept the above Seller Counter Offer (If checked ☐ SUBJECT TO THE ATTACHED COUNTER OFFER) and acknowledge receipt of a Copy.

Buyer: [Signature] Date 10/5/16 Time 1:47 ☐ AM/ ☒ PM  
Buyer: \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_ ☐ AM/ ☐ PM

**CONFIRMATION OF ACCEPTANCE:**

(\_\_\_\_\_/\_\_\_\_\_) (Initials) Confirmation of Acceptance: A Copy of Signed Acceptance was personally received by Seller, or Seller's authorized agent as specified in paragraph 2A on (date) \_\_\_\_\_ at \_\_\_\_\_ ☐ AM/ ☐ PM. A binding Agreement is created when a Copy of Signed Acceptance is personally received by Seller or Seller's authorized agent whether or not confirmed in this document.

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Reviewed by \_\_\_\_\_ Date \_\_\_\_\_



SCO 11/14 (PAGE 1 OF 1)

SELLER COUNTER OFFER (SCO PAGE 1 OF 1)

Coldwell Banker Premier, 1002 N. 11th Ave. Hanford, CA 93230  
Amparo Vryhof

Produced with zipForm® by zipLogix 18070 Fifteen Mile Road, Fraser, Michigan 48026 [www.ziplogix.com](http://www.ziplogix.com)

Phone: (559)381-4782

Fax: 559-564-5224

1325 Beulah



CALIFORNIA  
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## COUNTER OFFER No. 2

For use by Seller or Buyer. May be used for Multiple Counter Offer.  
(C.A.R. Form CO, Revised 10/04)

Date October 19, 2016, at Hanford, California.  
This is a counter offer to the: ☐ California Residential Purchase Agreement, ☒ Counter Offer, or ☐ Other  
dated October 5, 2016, on property known as ... 1325 Beulah Street, Hanford, CA ("Offer"),  
between Hanford Elementary School District ("Property"),  
John C. & Carma J. Cope Family Trust ("Buyer") and  
("Seller").

1. TERMS: The terms and conditions of the above referenced document are accepted subject to the following:
- Paragraphs in the Offer that require initials by all parties, but are not initialed by all parties, are excluded from the final agreement unless specifically referenced for inclusion in paragraph 1C of this or another Counter Offer.
  - Unless otherwise agreed in writing, down payment and loan amount(s) will be adjusted in the same proportion as in the original Offer.
  - Escrow to be 90 days.

D. The following attached supplements are incorporated into this Counter Offer: ☐ Addendum No. \_\_\_\_\_

2. RIGHT TO ACCEPT OTHER OFFERS: Seller has the right to continue to offer the Property for sale or for other transaction, and to accept any other offer at any time prior to notification of acceptance, as described in paragraph 3. If this is a Seller Counter Offer, Seller's acceptance of another offer prior to Buyer's acceptance and communication of notification of this Counter Offer, shall revoke this Counter Offer.
3. EXPIRATION: This Counter Offer shall be deemed revoked and the deposits, if any, shall be returned unless this Counter Offer is signed by the Buyer or Seller to whom it is sent and a Copy of the signed Counter Offer is personally received by the person making this Counter Offer or

who is authorized to receive it, by 5:00 PM on the third Day After this Counter Offer is made or, (if checked) by ☐ (date), at \_\_\_\_\_ AM ☐ PM. This Counter Offer may be executed in counterparts.

4. ☐ (If checked:) MULTIPLE COUNTER OFFER: Seller is making a Counter Offer(s) to another prospective buyer(s) on terms that may or may not be the same as in this Counter Offer. Acceptance of this Counter Offer by Buyer shall not be binding unless and until it is subsequently re-Signed by Seller in paragraph 7 below and a Copy of the Counter Offer Signed in paragraph 7 is personally received by Buyer or by \_\_\_\_\_, who is authorized to receive it, by 5:00 PM on the third Day after this Counter Offer is made or, (if checked) by ☐ (date), at \_\_\_\_\_ AM ☐ PM. Prior to the completion of all of these events, Buyer and Seller shall have no duties or obligations for the purchase or sale of the Property.

5. OFFER: ☒ BUYER OR ☐ SELLER MAKES THIS COUNTER OFFER ON THE TERMS ABOVE AND ACKNOWLEDGES RECEIPT OF A COPY.

Date 10/19/16  
Date \_\_\_\_\_

6. ACCEPTANCE: I/WE accept the above Counter Offer (If checked ☐ SUBJECT TO THE ATTACHED COUNTER OFFER) and acknowledge receipt of a Copy.

Date \_\_\_\_\_ Time \_\_\_\_\_ ☐ AM ☐ PM

Date \_\_\_\_\_ Time \_\_\_\_\_ ☐ AM ☐ PM

7. MULTIPLE COUNTER OFFER SIGNATURE LINE: By signing below, Seller accepts this Multiple Counter Offer.  
NOTE TO SELLER: Do NOT sign in this box until after Buyer signs in paragraph 6. (Paragraph 7 applies only if paragraph 4 is checked.)

Date \_\_\_\_\_ Time \_\_\_\_\_ ☐ AM ☐ PM

Date \_\_\_\_\_ Time \_\_\_\_\_ ☐ AM ☐ PM

8. (\_\_\_\_\_/\_\_\_\_\_) (Initials) Confirmation of Acceptance: A Copy of Signed Acceptance was personally received by the maker of the Counter Offer, or that person's authorized agent as specified in paragraph 3 (or, if this is a Multiple Counter Offer, the Buyer or Buyer's authorized agent as specified in paragraph 4) on (date) \_\_\_\_\_, at \_\_\_\_\_ AM ☐ PM. A binding Agreement is created when a Copy of Signed Acceptance is personally received by the the maker of the Counter Offer, or that person's authorized agent (or, if this is a Multiple Counter Offer, the Buyer or Buyer's authorized agent) whether or not confirmed in this document. Completion of this confirmation is not legally required in order to create a binding Agreement; It is solely intended to evidence the date that Confirmation of Acceptance has occurred.

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Reviewed by \_\_\_\_\_ Date \_\_\_\_\_



CO REVISED 10/04 (PAGE 1 OF 1)

COUNTER OFFER (CO PAGE 1 OF 1)

Agent:  
Broker:

## HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Board of Trustees

FROM: Joy C. Gabler

DATE: 11/15/16

FOR: ☒ Board Meeting  
☐ Superintendent's Cabinet

FOR: ☐ Information  
☒ Action

Date you wish to have your item considered: 12/14/16

**ITEM:** Approval of a \$5,000 payment into the escrow account for the real property at 1325 Beulah Street, Hanford, California

**PURPOSE:** Deposit 10% of the purchase price into the escrow account for the real property at 1325 Beulah Street.

**FISCAL IMPACT:** \$5,000 of the \$50,000 purchase price

**RECOMMENDATIONS:** Approve

## HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Board of Trustees

FROM: Joy C. Gabler

DATE: 12/5/16

FOR: ☒ Board Meeting  
☐ Superintendent's Cabinet

FOR: ☐ Information  
☒ Action

Date you wish to have your item considered: 12/14/16

**ITEM:** Consider approval a 4.17% increase to Board Member compensation

**PURPOSE:** A 4.17% increase to Board Member compensation would adjust the monthly payments to \$250.00 from the current \$240.00.

**FISCAL IMPACT:** \$500.00

**RECOMMENDATIONS:** Approve

## HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Joy C. Gabler

FROM: Javier Espindola

DATE: November 18, 2016

FOR: ☒ Board Meeting  
☐ Superintendent's Cabinet

FOR: ☐ Information  
☒ Action

Date you wish to have your item considered: December 14, 2016

**ITEM:** Seeking approval for the formation of an Associated Student Body (ASB) for Jefferson Charter Academy.

**PURPOSE:** The Jefferson Charter Academy ASB will present students in grades 6<sup>th</sup>-8<sup>th</sup> with opportunities to acquire leadership skills while making a contribution to their school and fellow students.

**FISCAL IMPACT:** ASB funds raised will be used to provide activities for students in grades 6<sup>th</sup>-8<sup>th</sup>.

**RECOMMENDATIONS:** Approve

# Hanford Elementary School District Jefferson Charter Academy

## Student Government

### CONSTITUTION AND BY-LAWS

#### ARTICLE I – OFFICER QUALIFICATIONS

- Section 1      The executive offices of this organization shall consist of President, Vice-President, Secretary, and Treasurer, and any other offices created by either Student Council Branch.
- Section 2      The offices of the Executive President must be held by an eighth grade student. The office of Executive Vice-President must be held by a seventh grade student. All other Executive Council offices may be held by either sixth, seventh, or eighth grade students. All office holders must maintain excellent academic standing and behavior: at least 3.5 grade point average (GPA) per trimester and no more than 2 citations (no Level B or C citations) for the entire year.
- Section 3      All offices are held for one school year.
- Section 4      An officer may/will be removed from office for the following reasons:
- a. An officer will be removed upon receiving three citations.
  - b. An officer will be removed upon receiving a level B or C citation.
  - c. An officer will be removed for failure to fulfill duties, including but not limited to the following: not attending meetings, not performing assigned tasks, not following directives of Student Government Advisor, etc.
  - d. An officer will not be allowed to attend meetings, perform duties for that office, and will be placed on probation for half of one trimester for not maintaining academic requirements of 3.5 GPA per trimester for each grade report. The officer may become eligible at the next mid-trimester if he/she receives C's and D's on that mid-trimester report (no F's). If the officer receives any F's, he/she will remain ineligible until the end of the next trimester report.
  - e. An officer will be removed upon receiving less than 3.50 GPA for two consecutive trimesters.
  - f. The duties of an ineligible officer may be fulfilled by appointment by the Student Council Advisor, with the majority approval of the council. The office of the Executive President must be filled by an eighth grade student.

## ARTICLE II – ELECTIONS

- Section 1 All sixth, seventh, and eighth grade students attending Jefferson Charter Academy may vote.
- Section 2 If a student wishes to run for office, he/she must file a petition. The Executive Council petitioner must get fifty (50) signatures.
- Section 3 All candidates must meet the following qualifications in order to run for any office:
- a. A 3.5 grade point average from the previous school year.
  - b. No more than two citations (no level “B” or “C” citations) from the previous school year.
  - c. Principal and advisor to Student Council may waive restrictions for a candidate.
- Section 4 A general election will be held at the beginning of the school year. The voting shall be done by secret ballot. Teachers will be in charge of the balloting process in the classroom.
- Section 6 The candidate who receives the greatest number of votes is the newly elected officer for that office. If there is any question, or a request for a re-count, the votes for that office shall be recounted. In case of a tie, there will be a run-off using secret ballot process.
- Section 7 Vacancies will be filled by appointment by the Student Council Advisor with majority approval by the council.

## ARTICLE III - DUTIES AND POWERS OF OFFICERS

- Section 1 President
- a. The President shall preside over each Executive Council meeting.
  - b. The President shall have the power to appoint committees and committee chairpersons with the approval of the Executive Council and the Student Government Advisor.
  - c. The President shall have no vote except in case of a tie.
  - d. The President shall, with the Vice-President, Secretary, and advisor, plan the Executive Council agenda.
- Section 2 Vice President
- a. The Vice-President shall assume the duties and powers of the President during his/her absence.
  - b. The Vice-President shall, with the President, Secretary, and Advisor, plan the Executive Council agenda.



- Section 3      Secretary
- a. The Secretary shall keep accurate minutes of the Executive Council meetings and take care of all correspondence of Executive Council agenda.
  - b. The Secretary shall, with the President, Vice President, and Advisor, plan the Executive Council agenda.
- Section 4      Treasurer
- a. The Treasurer shall be in charge of all money matters of the Executive Council and shall be in charge of any budget committee.
  - b. The Treasurer shall keep the Executive Council informed of the situation of student funds.
  - c. The Treasurer shall sign Student Council checks along with the Executive Council Student Government Advisor.

#### ARTICLE IV - STUDENT COUNCIL

- Section 1      The Student Council shall be composed of the Executive Council.
- Section 2      The Executive Council's major responsibilities shall be to transact all business and authorize payment of bills of the Jefferson Charter Student Body and to coordinate all activities at Jefferson Charter.
- Section 3      The Executive Council shall have the responsibility to initiate and promote the activities at Jefferson Charter.
- Section 4      The Executive Council shall consist of elected officers and representatives.
- Section 5      The Executive Council shall meet at least once a month to transact all business and authorize payment of bills. Special meetings may be called by the President of the Executive Council with the approval of the advisor or principal.
- Section 6      A quorum of fifty-one percent (51%) of the members of the Executive Council must be present to transact business and to authorize payment of bills.
- Section 7      The student body of Jefferson Charter Academy shall consist of all the students from the sixth, seventh, and eighth grades and the members of the faculty of those grades. No dues or fees of any kind will be required for membership.

## ARTICLE V - RATIFICATION

- Section 1      This proposed constitution will go into effect after the following:
- a.    Principal approval
  - b.    Majority approval (fifty-one percent) of the Executive Council

- Section 2      This constitution may be amended after the following:
- a.    Principal approval
  - b.    Majority approval (fifty-one percent) of the Executive Council

I (we) affirm that this Constitution has been ratified appropriately by the policies and procedures set forth by these by-laws.

---

Signature of Principal

---

Date

---

Signature of President of Executive Council

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Date

## HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Joy C. Gabler

FROM: Karen McConnell

DATE: November 29, 2016

FOR: ☒ Board Meeting  
☐ Superintendent's Cabinet

FOR: ☐ Information  
☒ Action

Date you wish to have your item considered: December 14, 2016

**ITEM:** Request approval of the SELPA Local Plan

**PURPOSE:** The 2016 Kings County SELPA Local Plan consists of state and federal policies that align with Federal and State requirements. The SELPA Local Plan has been reviewed and revised through the SELPA Advisory and Superintendent's Governance Council. The Governing Board of each District that participates in the Kings County SELPA, joins with the Kings County Office of Education to submit a SELPA Local Plan to the State Superintendent as per Education Code 56195.1(c).

**FISCAL IMPACT:** None**RECOMMENDATIONS:** Approve

# **Kings County SELPA**

## **Local Plan**

### **2016**



# Kings County Local Plan

Rebecca Strong, Director

## Local Plan Committee

### Advisory Council:

- Kary Herrera
- Scott Chennault
- DeLinda Chubbuck
- Karen McConnell
- Janice Ede
- Donna Wood
- Cathlene Anderson
- Robin Jones
- Cindi Marshall
- Brooke Warkentin
- Valerie Botelho
- John Raven
- Micky Yocum
- Lisa Horne

### Finance Committee:

- Steve Corl
- Susan Fagundes
- Andrea Affrunti
- Pamela Dihel
- David Endo
- Renee Creech
- Diane Augusto
- Trish Singh
- Kelly Mynderup
- Shelley Leal
- Julie Fagundes
- Mark Howard
- Julie Semas
- Michelle Cutillo

### Governance Council:

- Xavier Pina
- Tom Addington
- Richard Merlo
- Joy Gabler
- William Fishbough
- Charlotte Hines
- Cathlene Anderson
- Todd Barlow
- Cindi Marshall
- Cheryl Hunt
- Debbie Muro
- Paul van Loon
- David East
- Tim Bowers

### Community Advisory Committee:

- Damien Phillips
- Denise Peters
- Desiree Secor
- Helen Copeland
- Janet Chennault
- Jessica Pena
- Judy Rhoades

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# Kings County Office of Education

Tim Bowers - County Superintendent of Schools



Kings County  
Board of Education

Area 1  
Mickey Thayer

Area 2  
Mary Gonzales-Gomez

Area 3  
Mike Robinson

Area 4  
William Gundacker

Area 5  
Rachel Caudillo

In accordance with federal and state laws and regulations, the Kings County SELPA/Kings County Office of Education certifies that this plan has been adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency herein represented will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 U.S.C. 1400 et. seq, and implementing regulations under 34 CFR, Parts 300 and 303, 29 U.S.C. 794, 705 (20), 794 – 794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California Education Code, Part 30 and Chapter 3, Division 1 of the Title V of the California Code of Regulations.

Be it further resolved, the LEA superintendent shall administer the local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

Furthermore, the LEA Superintendent ensures that policies and procedures covered by this assurance state are on file at the LEA and the SELPA offices.

Adopted this 5th day of October, 2016

Yeas: 3 Nays: -0-

Signed: Tim Bowers  
Superintendent

In accordance with federal and state laws and regulations, the Kings County SELPA/Armona Union Elementary School District certifies that this plan has been adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency herein represented will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 U.S.C. 1400 et. seq, and implementing regulations under 34 CFR, Parts 300 and 303, 29 U.S.C. 794, 705 (20), 794-794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California Education Code, Part 30 and Chapter 3, Division 1 of the Title V of the California Code of Regulations.

Be it further resolved, the LEA superintendent shall administer the local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

Furthermore, the LEA Superintendent ensures that policies and procedures covered by this assurance state are on file at the LEA and the SELPA offices.

Adopted this 26 day of October, 2016

Yeas: 4

Nays: 0

Signed: \_\_\_\_\_

*Xavier Pina*  
Superintendent

**CENTRAL UNION SCHOOL DISTRICT  
RESOLUTION #M-06-13-2016**

**BEFORE THE BOARD OF TRUSTEES  
OF THE CENTRAL UNION SCHOOL DISTRICT  
KINGS COUNTY, CALIFORNIA**

**IN THE MATTER OF  
SPECIAL EDUCATION LOCAL PLAN AREA**

**WHEREAS**, in accordance with federal and state laws and regulations, the Kings County Special Education Local Plan Area (SELPA)/Central Union Elementary School District certifies that this plan has been adopted by the appropriate local board;

**WHEREAS**, the plan is the basis for the operation and administration of special education programs;

**WHEREAS**, the agency herein represented will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures;

**WHEREAS**, the plan includes compliance with the Individuals with Disabilities Education Act, 20 U.S.C. 1400 et. seq, and implements regulations under 34 CFR, Parts 300 and 303, 29 U.S.C. 794, 705 (20), 794-794(b), the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California Education Code, Part 30 and Chapter 3, Division 1 of the Title V of the California Code of Regulations;

**THEREFORE, BE IT RESOLVED**, that the LEA superintendent shall administer the local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

**BE IT FURTHER RESOLVED**, that the LEA Superintendent ensures that policies and procedures covered by this assurances are on file at the LEA and the SELPA offices.

The foregoing resolution was adopted at a regular meeting held on the 13<sup>th</sup> day of June 2016, by the following vote:

	AYE	NO	ABSTAIN	ABSENT
				✓
Jenny Cornett <i>Dale Davidson</i>	✓			
Dale Davidson <i>Jeff Gildcrease</i>	✓			
Jeff Gildcrease <i>Cecil Howe III</i>	✓			
Cecil Howe, III				✓
Heather Staples				

I, Cecil Howe, III, Clerk of the Board of Trustees of the Central Union Elementary School District, do hereby certify that the foregoing Resolution was regularly introduced, passed and adopted by the Board of Trustees at its meeting held on June 13, 2016.

*Cecil Howe III*  
 Cecil Howe, III, Clerk  
 Board of Trustees  
 Central Union School District  
 Kings County, California



## Corcoran Unified School District

1520 Patterson Avenue, Corcoran, California 93212  
(559) 992-8888 – Fax (559) 992-3957

In accordance with federal and state laws and regulations, the Kings County SELPA/Corcoran Joint Unified School District certifies that this plan has been adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency herein represented will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 U.S.C. 1400 et. Seq, and implementing regulations under 34 CFR, Parts 300 and 303, 29 U.S.C. 794, 705 (20), 794-794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California Education Code, Part 30 and Chapter 3, Division 1 of the Title V of the California Code of Regulations.

Be it further resolved, the LEA superintendent shall administer the local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

Furthermore, the LEA Superintendent ensures that policies and procedures covered by this assurance state are on file at the LEA and the SELPA offices.

Adopted this 28th day of June, 2016

Yeas: 4 Nays: \_\_\_\_\_ ABSENT: 1

Signed: \_\_\_\_\_  
Superintendent

C-1 Corcoran

### ADMINISTRATION

Rich Merlo  
Superintendent

Lora Cartwright  
Director of Educational Services

Mary Taylor  
Director of Categorical Programs

Steve Berry  
Director of Technology

Pamela Dihel  
Chief Business Officer

### BOARD OF TRUSTEES

Karen Frey

Robert Alcorn

Mary Wadsworth

Bobby Toney

Mary Gonzales-Gomez

# Hanford Elementary School District

714 N. White Street  
P.O. Box 1067  
Hanford, CA 93232

(559) 585-3600

Superintendent  
Dr. Paul J. Terry

Governing Board  
Robert "Bobby" Garcia  
Jeff Garner  
Lupe Hernandez  
Dennis Hill  
Timothy L. Revious

In accordance with federal and state laws and regulations, the Kings County SELPA/Hanford Elementary School District certifies that this plan has been adopted by the appropriate local board (s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency herein represented will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 U.S.C. 1400 et. seq, and implementing regulations under 34 CFR, Parts 300 and 303, 29 U.S.C. 794, 705 (20), 794-794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California Education Code Part 30 and Chapter 3, Division 1 of the Title V of the California Code of Regulations.

Be it further resolve, the LEA Superintendent shall administer the local implementation of procedures in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

Furthermore, the LEA Superintendent ensures that policies and procedures covered by this assurance are on file at the LEA and the SELPA offices.

Adopted this 22 day of June, 2016.

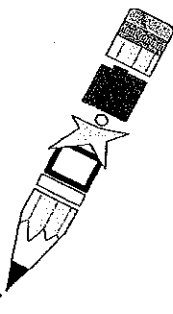
Yeas: 3

Nays: 0

Signed: \_\_\_\_\_

Superintendent .

In Relentless  
Pursuit  
of Knowledge





## HANFORD JOINT UNION HIGH SCHOOL DISTRICT

823 West Lacey Boulevard • Hanford, California 93230

(559) 583-5901 • Fax (559) 589-9769

www.hjuhsd.org

### BOARD OF TRUSTEES

Karl Anderson Art Brieno Alicia Martella Danny Todd John Webster

William L. Fishbough, Superintendent

In accordance with federal and state laws and regulations, the Kings County SELPA/Hanford Joint Union High School District certifies that this plan has been adopted by the appropriate local board(s) Hanford Joint Union High School District and is the basis for the operation and administration of special education programs, and that the agency herein represented will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 U.S.C. 1400 et. seq, and implementing regulations under 34 CFR, Parts 300 and 303, 29 U.S.C. 794, 705 (20), 794-794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California Education Code, Part 30 and Chapter 3, Division 1 of the Title V of the California Code of Regulations.

Be it further resolved, the LEA superintendent shall administer the local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

Furthermore, the LEA Superintendent ensures that policies and procedures covered by this assurance state are on file at the LEA and the SELPA offices.

Adopted this 13 day of September 2016

Yeas: 5 Nays: -0-

Signed: \_\_\_\_\_

Superintendent



# Island Union School District

7799 - 21<sup>st</sup> Avenue  
 Lemoore, CA 93245  
 Phone (559) 924-6424 - Fax (559) 924-0247

In accordance with federal and state laws and regulations, the Kings County SELPA/Island Union Elementary School District certifies that this plan has been adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency herein represented will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the individuals with Disabilities Education Act, 20 U.S.C. 794, 705 (20), 794-794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California Education Code, Part 30 and Chapter 3, Division 1 of the Title V of the California Code of Regulations.

Be it further resolved, the LEA superintendent shall administer the local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

Furthermore, the LEA Superintendent ensures that policies and procedures covered by this assurance state are on file at the LEA and the SELPA offices.

Adopted this 28<sup>th</sup> day of September 2016.

Yeas: 5

Nays: 0

Signed: \_\_\_\_\_

Superintendent/Principal

McCann AYC  
 Clarke AYC  
 Alves AYC  
 Naylor AYC  
 Wheatley AYC

Superintendent: Charlotte Hines

Board of Trustees: Carey Alves, Howard Clarke, James McCann, Jill Naylor, Kellie Wheatley




In accordance with federal and state laws and regulations, the Kings County SELPA/Kings River Hardwick Elementary School District certifies that this plan has been adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency herein represented will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 U.S.C. 1400 et. seq, and implementing regulations under 34 CFR, Parts 300 and 303, 29 U.S.C. 794, 705 (20), 794 – 794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California Education Code, Part 30 and Chapter 3, Division 1 of the Title V of the California Code of Regulations.

Be it further resolved, the LEA superintendent shall administer the local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

Furthermore, the LEA Superintendent ensures that policies and procedures covered by this assurance state are on file at the LEA and the SELPA offices.

Adopted this 28 day of June, 2016

Yeas: 3 Nays: 0

Signed: 

Superintendent


In accordance with federal and state laws and regulations, the Kings County SELPA/Kit Carson Union Elementary School District certifies that this plan has been adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency herein represented will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 U.S.C. 1400 et. seq., and implementing regulations under 34 CFR, Parts 300 and 303, 29 U.S.C. 794, 705 (20), 794-794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California Education Code, Part 30 and Chapter 3, Division 1 of the Title V of the California Code of Regulations.

Be it further resolved; the LEA superintendent shall administer the local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

Furthermore, the LEA Superintendent ensures that policies and procedures covered by this assurance state are on file at the LEA and the SELPA offices.

Adopted this 17<sup>th</sup> day of August, 2016

Yeas: 3 Nays: 0

Signed: 

Superintendent

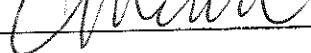
In accordance with federal and state laws and regulations, the Kings County SELPA/Lakeside Union Elementary School District certifies that this plan has been adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency herein represented will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 U.S.C. 1400 et. seq, and implementing regulations under 34 CFR, Parts 300 and 303, 29 U.S.C. 794, 705 (20), 794 – 794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California Education Code, Part 30 and Chapter 3, Division 1 of the Title V of the California Code of Regulations.

Be it further resolved, the LEA superintendent shall administer the local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

Furthermore, the LEA Superintendent ensures that policies and procedures covered by this assurance state are on file at the LEA and the SELPA offices.

Adopted this 5th day of MAY, 2016

Yeas: 4 Nays: 0

Signed:   
Superintendent

In accordance with federal and state laws and regulations, the Kings County SELPA/Lemoore Union Elementary School District certifies that this plan has been adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency herein represented will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 U.S.C. 1400 et. seq, and implementing regulations under 34 CFR, Parts 300 and 303, 29 U.S.C. 794, 705 {20}, 794-794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California Education Code, Part 30 and Chapter 3, Division 1 of the Title V of the California Code of Regulations.

Be it further resolved, the LEA superintendent shall administer the local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

Furthermore, the LEA Superintendent ensures that policies and procedures covered by this assurance state are on file at the LEA and the SELPA offices.

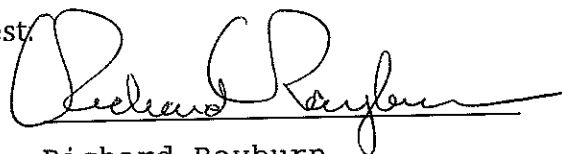
Adopted this 21st day of June, 2016.

Ayes: 5

Noes: 0

Absent: 0

Attest.

A handwritten signature in black ink, appearing to read "Richard Rayburn", written over a horizontal line.

Richard Rayburn  
Superintendent

In accordance with federal and state laws and regulations, the Kings County SELPA/Lemoore Union High School District certifies that this plan has been adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency herein represented will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 U.S.C. 1400 et. seq, and implementing regulations under 34 CFR, Parts 300 and 303, 29 U.S.C. 794, 705 (20), 794 - 794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California Education Code, Part 30 and Chapter 3, Division 1 of the Title V of the California Code of Regulations.

Be it further resolved, the LEA superintendent shall administer the local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

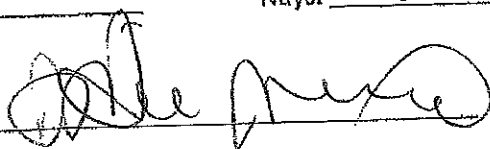
Furthermore, the LEA Superintendent ensures that policies and procedures covered by this assurance state are on file at the LEA and the SELPA offices.

Adopted this 11th day of August, 2016

Yeas: 5

Nays: 0

Signed: \_\_\_\_\_



Superintendent

In accordance with federal and state laws and regulations, the Kings County SELPA/Pioneer Union Elementary School District certifies that this plan has been adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency herein represented will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 U.S.C. 1400 et. seq, and implementing regulations under 34 CFR, Parts 300 and 303, 29 U.S.C. 794, 705 (20), 794 -- 794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California Education Code, Part 30 and Chapter 3, Division 1. of the Title V of the California Code of Regulations.

Be it further resolved, the LEA superintendent shall administer the local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

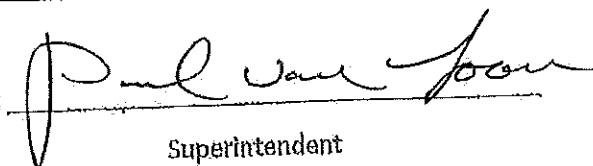
Furthermore, the LEA Superintendent ensures that policies and procedures covered by this assurance state are on file at the LEA and the SELPA offices.

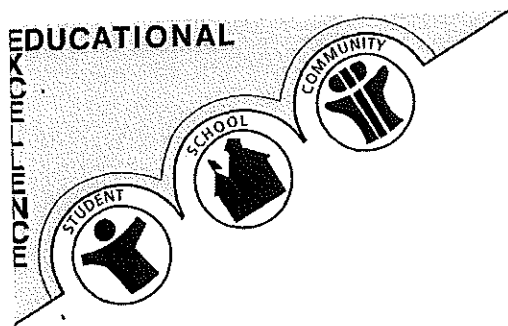
Adopted this 16 day of June, 2016

Yeas: 4

Nays: 0

Signed:

  
Superintendent



# Reef - Sunset Unified School District

205 NORTH PARK AVENUE - AVENAL, CALIFORNIA 93204  
(559) 386-9083 FAX (559) 386-5303

David East, Ed.D., Superintendent

BOARD OF TRUSTEES: Ricardo Verdugo, Leticia Lopez, Chris Collins, Enrique Jimenez, Claudia Cazares

In accordance with federal and state laws and regulations, the Kings County SELPA/Reef-Sunset Unified School District certifies that this plan has been adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency herein represented will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 U.S.C. 1400 et. seq, and implementing regulations under 34 CFR, Parts 300 and 303, 29 U.S.C. 794, 705 (20), 794-794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California Education Code, Part 30 and Chapter 3, Division 1 of the Title V of the California Code of Regulations.

Be it further resolved, the LEA superintendent shall administer the local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

Furthermore, the LEA Superintendent ensures that policies and procedures covered by this assurance state are on file at the LEA and the SELPA offices.

Adopted this 18 day of August 18, 2016

Yeas: 3

Nays: 0

Signed: \_\_\_\_\_

Superintendent

**Certification of Participation, Compatibility,  
and Compliance Assurances****1. Designate the Special Education Local Plan Area (SELPA) Option:**☐ Single District☒ Multiple District☐ District/County

SELPA Code 1600	SELPA Name Kings County	Application Date 5/2/16
SELPA Address 1144 W. Lacey Boulevard	SELPA City Hanford	SELPA Zip Code 93230
SELPA Director Name (Print) Nancy J. Damm	Director Telephone Number (559)589-2504	Director E-mail nancy.damm@kings.k12.ca.us

**2. Certification of Assurances by the Designated Administrative and Fiscal Agency for this Program (Responsible Local Agency/Administrative Unit [RLA/AU])**Designated RLA/AU Name  
Kings County Office of Education

RLA/AU Address 1144 W. Lacey Boulevard	RLA/AU City Hanford	RLA/AU Zip Code 93230
Name of RLA/AU Superintendent Tim Bowers	Superintendent Phone Number (559)584-1441	Superintendent E-mail tbowers@kings.k12.ca.us
Date of Governing Board Approval 5/2/16		

I certify that this plan has been adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 *United States Code (U.S.C.)* 1400 et seq, and implementing regulations under 34 *Code of Federal Regulations* Parts 300 and 303, 29 *U.S.C.* 705 (20) and 794-794b, the Federal Rehabilitation Act of 1973 as amended, the provisions of the *California Education Code (EC)* Part 30, and Chapter 3 Division 1 of Title V of the *California Code of Regulations*.

Signature of RLA/AU Superintendent

Date

**3. Certification of Compatibility by the County Superintendent of Schools**Name of County Office of Education (COE)  
Kings County Office of Education

COE Address 1144 W. Lacey Boulevard	COE City Hanford	COE Zip Code 93230
Name of COE Superintendent Tim Bowers	Superintendent Phone Number (559)584-1441	Superintendent E-mail tbowers@kings.k12.ca.us

Pursuant to *EC* Section 56140, I certify that this plan ensures that all individuals with exceptional needs residing within the county, including those enrolled in alternative education programs, including but not limited to, alternative schools, charter schools, opportunity schools and classes, community day schools operated by school districts, community schools operated by the county office of education, and juvenile court schools, will have access to appropriate special education programs and related services.

Signature of County Superintendent or Authorized Representative

Date

**4. Certification of the Community Advisory Committee****(Complete Form SED-LP-2)**

For Department of Education Use Only

Recommended for Approval by the Superintendent of Public Instruction:

Date:

By:

Approval Date:



**Certification of Participation, Compatibility,  
and Compliance Assurances**

<b>Community Advisory Committee Certification</b>		
<b>CAC Compliance Verification</b>	<b>Yes</b>	<b>No</b>
The Community Advisory Committee (CAC) has advised the policy and administrative agency during the development of the Local Plan pursuant to California <i>Education Code</i> (EC) Section 56194.	X	
To ensure adequate and effective participation and communication pursuant to EC 56195.9, parent members of the CAC, or parents selected by the CAC, participated in the development and update of the Local Plan for special education.	X	
The plan has been reviewed by the CAC, and the committee had at least 30 days to conduct this review, prior to submission of the Local Plan to the Superintendent pursuant to EC 56205(b)(6).	X	
The CAC has reviewed any revisions made to the Local Plan as a result of recommendations or requirements from the California Department of Education.	X	
<b>Certifying Signature</b>		
Name of Chairperson (print)	Phone ( )	
Judy A. Rhoades	559. 381. 1421	
Signature of CAC Chairperson	Date	
JRhoades	04-25-2016	

If you checked [ ☒ ] "No" for any of the above certifications, you may submit specific information, in writing, as to why you did not certify that the special education local plan area (SELPA) met the requirement. (Attach a separate sheet, if necessary.) The Department will take this into consideration in its review of this Local Plan application.

**FEDERAL REQUIREMENTS:****SELPA LOCAL EDUCATION AGENCY (LEA) ASSURANCES****1. FREE APPROPRIATE PUBLIC EDUCATION (20 USC 1412 (a) (1))**

**It shall be the policy of the LEA that a free appropriate public education is available to all children residing in the LEA between the ages of three through 21 inclusive, including students with disabilities who have been suspended or expelled from school.**

Individuals with Disabilities Act (IDEA) is a federal law that requires school districts to provide a "free appropriate public education" (referred to as a FAPE) to eligible children with disabilities. A free appropriate public education means that special education and related services are to be provided as described in an individualized education program (known as an IEP) to your child at no cost to you.

**FEDERAL REQUIREMENTS:****SELPA LOCAL EDUCATION AGENCY (LEA) ASSURANCES****2. FULL EDUCATIONAL OPPORTUNITY (20 USC 1412 (a) (2))**

**It shall be the policy of this LEA that all children with disabilities have access to educational programs, nonacademic programs, and services available to non-disabled pupils.**

Kings County SELPA believes that all children, regardless of their family background, their residence, and/or their identified disability, are entitled to a meaningful opportunity to graduate or complete high school prepared for college success and/or competitive employment. We promote a comprehensive approach to educational opportunity that ensures all students have the full spectrum of resources, services, and supports most critical for school success. Each IEP team considers the services and settings and chooses those services that are required for the student's full educational opportunity.

**FEDERAL REQUIREMENTS:****SELPA LOCAL EDUCATION AGENCY (LEA) ASSURANCES****3. CHILD FIND (20 USC 1412 (a) (3))**

It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services are identified, located and evaluated. A practical method is developed and implemented to determine which students with disabilities are currently receiving needed special education and related services.

Each public school system is responsible for finding children with disabilities in its areas.

**FEDERAL REQUIREMENTS:****SELPA LOCAL EDUCATION AGENCY (LEA) ASSURANCES****4. INDIVIDUALIZED EDUCATION PROGRAM (IEP) AND INDIVIDUALIZED FAMILY SERVICE (IFSP)  
(20 USC 1412 (a)(4))**

It shall be the policy of this LEA that an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP) is developed, reviewed and revised for each child with a disability who requires special education and related services in order to benefit from his/her individualized education program. It shall be the policy of this LEA that a review of an IEP will be conducted on at least an annual basis to review a student's progress and make revisions.

The IEP guides the delivery of special education supports and services for the student with a disability. The IEP creates an opportunity for teachers, parents, school administrators, related services personnel and students (when appropriate) to work together to improve educational results for children with disabilities. These individuals pool knowledge, experience and commitment to design an educational program that will help the student be involved in and progress in, the general curriculum. The IEP guides the delivery of special education supports and services for the student with a disability and is the cornerstone of the educational benefit for each student with a disability.

## **FEDERAL REQUIREMENTS:**

### **SELPA LOCAL EDUCATION AGENCY (LEA) ASSURANCES**

#### **5. LEAST RESTRICTIVE ENVIRONMENT (20 USC1412 (a) (5))**

It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special class, separate schooling, or other removal of a student with disabilities from the general educational environment, occurs only when the nature or severity of the disability of the student is such that education in general classes with the use of supplemental aids and services cannot be achieved satisfactorily.

By federal law, special education students have a right to be educated with their same-age, general education peers to the maximum extent possible according to the regulations on least restrictive environment (LRE).

Each IEP team addresses the student's least restrictive environment with decisions focused on this objective throughout the IEP meeting. The IEP contains the statement that the services and placement decisions for the student with disabilities are based on the premise that the student should be educated and participate with his/her non-disabled peers in general education classrooms(s) and activities. The team then explains the extent, if any, to which the student will not participate in the general education classroom/environment. The IEP team also addresses the supplementary aids and services needed by the student in order to achieve IEP goals and participate within the general education setting. These services are determined with input from all member of the IEP team needed to support and implement such services. Collaboration between the general education teacher(s), the special education personnel and the family enables close cooperation of all involved in the consistent use of supplemental aids and services to support both instruction, social interaction of the student and participation within the school district. Participation in general education programs is also document on the IEP in the areas of service options considered, services options recommended and participation in general education programs or activities.

**FEDERAL REQUIREMENTS:****SELPA LOCAL EDUCATION AGENCY (LEA) ASSURANCES****6. PROCEDURAL SAFEGUARDS (20 USC 1412 (a) (6))**

It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards throughout the provision of a free appropriate public education including the identification, evaluation, and placement process.

Parents of children with disabilities from ages three through twenty-one have specific educational rights under the Individuals with Disabilities Education Act (IDEA). These rights are called procedural safeguards. Individuals serving as surrogate parents and students aged eighteen receiving special education services, are entitled to these rights.

**FEDERAL REQUIREMENTS:****SELPA LOCAL EDUCATION AGENCY (LEA) ASSURANCES.****7. EVALUATION (20 USC 1412 (a) (9))**

It shall be the policy of this LEA that a reassessment of a student with a disability shall be conducted at least once every three years or more frequently, if appropriate.

Assessment for every identified special education student occurs at least every three years. Preparation for the assessment follows the same process as an initial evaluation, which includes an assessment plan with written parental approval. All of the assessment data is completed and developed into a written educational report within the 60 calendar day timeline.



**FEDERAL REQUIREMENTS:****SELPA LOCAL EDUCATION AGENCY (LEA) ASSURANCES****8. CONFIDENTIALITY (20 USC 1412 (a) (8))**

It shall be the policy of this LEA that the confidentiality of personally identifiable data information and record maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act (FERPA).

It shall be the policy of the Kings County SELPA that the confidentiality of personally identifiable data information and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected at collection, storage, disclosure, and destruction.

**FEDERAL REQUIREMENTS:****SELPA LOCAL EDUCATION AGENCY (LEA) ASSURANCES****9. PART C, TRANSITION (20 USC 1412 (a) (9))**

It shall be the policy of this LEA that a transition process for a child who is participating in Early Intervention Programs (IDEA, Part C) with an IFSP is begun prior to a toddler's third birthday. The transition process shall be smooth, timely and effective for the child and family.

These programs serve eligible infants/toddlers (0-3) and their families. Kings County SELPA provides early intervention services to a specified minimum number of infants/toddlers in compliance with State mandates. Kings County SELPA offers a continuum of special education placement options and related services to preschool aged children moving from Part C to an IEP (Part B).

The part C of IDEA services are provided in the child's natural environment such as the community and home. Parents accompany their children. The Early Start services are provided by a multidisciplinary team, to the infants and their families, in accordance with the infants Individualized Family Service Plan (IFSP). An IFSP is held within 45 calendar days from the time of referral. The IFSP shall be reviewed every six months or earlier if needed or requested by the parent.

Interagency Collaborations: Kings County SELPA works with Central Valley Regional Center (CVRC), the Family Resource Center (FRC) and Parent and Me to locate toddlers who may be eligible for early intervention services. Other referral sources include parents, physicians, Department of Health, school personnel, Children's Hospital of Central California and day-care providers.

**FEDERAL REQUIREMENTS:****SELPA LOCAL EDUCATION AGENCY (LEA) ASSURANCES****10. PRIVATE SCHOOL (20 USC 1412 (a) (10))**

It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private school shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents.

In accordance with IDEA 2004 Kings County SELPA member districts consult with private schools, including religiously affiliated schools and provide limited services to eligible special education pupils.

All pupils with disabilities who are attending private schools and in need of special education services must be located, identified and evaluated. Child Find and evaluation activities are comparable to those undertaken for students in public school settings. It is the intent of Kings County SELPA member districts to offer all necessary special education programs and services to all eligible pupils. If the pupil is eligible for special education services and require specially designed instruction, an IEP is developed. The student and the family are offered a free, appropriate public school setting. The family may accept the placement or decline the placement options and select enrollment in a private school for their child. For private school children who are parentally placed, there is no individual right to receive some or all the special education and related services that the child would receive if enrolled in public school.

**FEDERAL REQUIREMENTS:****SELPA LOCAL EDUCATION AGENCY (LEA) ASSURANCES****11. LOCAL COMPLIANCE ASSURANCES (20 USC 1412 (a) (11))**

It shall be the policy of this LEAS that the local plan shall be adopted by the appropriate local board(s) (district/county) and is basis for the operation and administration of special education programs; and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act, the Federal Rehabilitation Act of 1973, Section 504 of Public Law and the provisions of the California Education Code, Part 30.

**FEDERAL REQUIREMENTS:****SELPA LOCAL EDUCATION AGENCY (LEA) ASSURANCES****12. INTERAGENCY (20 USC 1412 (a) (12))**

It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for a FAPE are provided, including the continuation of services during an interagency dispute resolution process.

**FEDERAL REQUIREMENTS****SELPA LOCAL EDUCATION AGENCY (LEA) ASSURANCES****13. Governance (20 USC 1412 (A) (13))**

It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the Local Plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA reasonable notice and an opportunity for a hearing through the State Educational Agency.

The Governing Boards provide a free appropriate public education (FAPE) to all individuals with disabilities, aged three through twenty one years, who reside the Kings County SELPA including children who have been suspended or expelled or place by the district in a nonpublic, nonsectarian school. Furthermore, the Kings County SELPA shall be responsible for administering services and programs for infants with solely visual, hearing, and severe orthopedic impairments and any combination thereof, who meet the criteria of Education Code 56026 and 56025.5

**FEDERAL REQUIREMENTS:****SELPA LOCAL EDUCATION AGENCY (LEA) ASSURANCES****14. PERSONNEL QUALIFICATIONS (20 USC 1412 (a) (14))**

It shall be the policy of this LEA to ensure that personnel providing special education related services meet the highly qualified requirements as defined under federal law, including that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a state complaint with CDE about staff Qualifications.

It shall be the policy of this LEA that it will support and assist the state's effort and activities to ensure an adequate supply of highly qualified special education, general education, and related services personnel.

**FEDERAL REQUIREMENTS:****SELPA LOCAL EDUCATION AGENCY (LEA) ASSURANCES****15. PERFORMANCE GOALS & INDICATORS (20 USC 1412 (a) (15))**

It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by CDE and provide data as required by the CDE.

Kings County SELPA complies with state monitoring as directed by California Department of Education and communicates the annual progress of the Special Education Department to the community and the Boards of Education.



**FEDERAL REQUIREMENTS:****SELPA LOCAL EDUCATION AGENCY (LEA) ASSURANCES****16. PARTICIPATION IN ASSESSMENTS (20 USC 1412 (a) (16))**

It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments, consistent with state standards governing such determinations.

All students with in IEP in the Kings County SELPA shall participate in the state and district-wide assessments. Each special education student's IEP team determines the student's participation in the State and District assessments. The IEP team determines whether the student require accommodations/modifications during the assessment and documents which are appropriate. The accommodations do not alter what the test measures, but modifications fundamentally alter what the test measures. The selection of an accommodation/modification for a particular student is made to reduce the effect of the disability in the testing situation. These accommodations provide students with disabilities an equal opportunity to demonstrate their knowledge and achievement. A student whose IEP goals and objectives reflect a functional rather than academic curriculum, participate in the State's Alternate Assessment. This participation is indicated on the IEP and is an option that will lead a student toward earning a certificate of completion rather than a diploma.

**FEDERAL REQUIREMENTS:****SELPA LOCAL EDUCATION AGENCY (LEA) ASSURANCES****17. SUPPLEMENTATION OF STATE/FEDERAL FUNDS (20 USC 1412 (a) (17)**

It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement and not to supplant state, local and other federal funds.

**FEDERAL REQUIREMENTS:****SELPA LOCAL EDUCATION AGENCY (LEA) ASSURANCES****18. MAINTENANCE OF EFFORT (20 USC 1412 (a) (18))**

**It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in Federal law and regulations.**

The term "Maintenance of Effort," often shortened to "MOE" refers to the requirement placed upon many federally funded grant programs that the State Education Agency (SEA) and Local Education Agencies (LEA) demonstrate that the level of state and local funding remains relatively constant from year to year. Failure to meet MOE requirements may result in the LEA losing eligibility to receive IDEA entitlement funding and requiring an LEA to repay funds, using a non-federal source, to the SDQ, who is required to send funds to the US Department of Education.

**FEDERAL REQUIREMENTS:****SELPA LOCAL EDUCATION AGENCY (LEA) ASSURANCES****19. PUBLIC PARTICIPATION (20 USC 1412 (a) (19))**

It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA.

Kings County SELPA is dedicated to the belief that all students can learn and that special needs students must be guaranteed equal opportunity to become contributing members of society. Kings County SELPA facilitates high quality educational programs and services for special needs student and training for parents and education.

**FEDERAL REQUIREMENTS:****SELPA LOCAL EDUCATION AGENCY (LEA) ASSURANCES****20. RULE OF CONSTRUCTION (20 USC 1412 (a) (20)**

**(Federal requirement for State Education Agency only)**

**21. STATE ADVISORY PANEL (20 USC 1412 (a) (21))**

**(Federal requirement for State Education Agency only)**

**FEDERAL REQUIREMENTS:****SELPA LOCAL EDUCATION AGENCY (LEA) ASSURANCES****22. SUSPENSION/EXPULSION (20 USC 1412 (A)(22))**

The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures and practices related to the development and implementation of the IEPs will be revised.

## **FEDERAL REQUIREMENTS:**

### **SELPA LOCAL EDUCATION AGENCY (LEA) ASSURANCES**

#### **23. ACCESS TO INSTRUCTIONAL MATERIALS (20 USC 1412 (a) (23))**

**It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state adopted National Instructional Materials Accessibility Standard.**

Federal law requires public schools to provide an equal opportunity to students with disabilities to participate in, and receive the benefits of, the educational program. When applied to instructional materials, this requirement means that any materials used for instruction must be accessible to students with disabilities. In instances when that is not possible, accommodations or modifications must be provided.

California stipulates that in order to meet its responsibility under paragraphs 34 CFR 300.172 (b) (2), (b) (3), and (c) to ensure that children with disabilities who need instructional materials in accessible formats are provided those materials in a timely manner, the SEA must ensure that all public agencies take all reasonable steps to provide instruction materials in accessible formats to children with disabilities, who need those instructional materials at the same time as other children receive instructional materials.

In Kings County SELPA the IEP team determines if a student needs to receive the same content as other children in one or more specialized formats (Braille, large print, audio and digital text). The IEP team determines how a student will access information contained in printed materials, which format helps the student work as independently as possible, which format will help the student develop literacy skills, and which format will let them successfully participate and make progress in general education curriculum and IEP goals.

**FEDERAL REQUIREMENTS:****SELPA LOCAL EDUCATION AGENCY (LEA) ASSURANCES****24. OVERIDENTIFICATION AND DISPROPORTIONALITY (20 USC 1412 (a) (24))**

**It shall be the policy of this LEA to prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities.**

Under the 2004 reauthorization of the Individuals with Disabilities Education Improvement Act (IDEIA 2004), the U.S. Department of Education placed an increased emphasis on addressing the challenge of disproportionate representation of students from culturally and linguistically diverse background in special education.

The Federal Office of Special Education Programs (OSEP) requires each state education agency (SEA) to determine if disproportionality based on race and ethnicity and resulting from inappropriate identification is occurring in the state and within local school districts. Further, if such disproportionality due to inappropriate identification is found, the SEA must notify the affected school districts and support them in carrying out improvement activities.



**FEDERAL REQUIREMENTS:****SELPA LOCAL EDUCATION AGENCY (LEA) ASSURANCES****25. PROHIBITION ON MANDATORY MEDICINE (20 USC 1412 (a) (24))**

It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services.

**26. DISTRIBUTION OF FUNDS (20 USC 1411 (e), (f) (1-3)**

(Federal requirement for State Education Agency only)

**27. Data (20 USC 1418 a-d)**

It shall be the policy of this LEA to provide data or information to the California Department of Education that may be required by regulations.

**FEDERAL REQUIREMENTS:****SELPA LOCAL EDUCATION AGENCY (LEA) ASSURANCES****28. CHARTER SCHOOLS (E.C. 56207.5 (a-c))**

It shall be the policy of this LEA that a request by a charter school to participate as a local educational agency in a special education local plan area may not be treated differently from a similar request made by a district.

Special Education and related services shall be provided to all eligible individuals within the jurisdiction of this Local Plan. No governing board shall grant a charter to a district school unless the charter includes assurances that special education instruction and/or services shall be provided to all eligible students, enrolled in the charter school, in accordance with the SELPA Local Plan. If a charter school requests to be chartered as a Local Education Agency, the charter must apply to a multi-district SELPA.

## **State Requirements GOVERNANCE**

### **GOVERNANCE STRUCTURE**

The Kings County Special Education Local Plan Area (SELPA) is composed of all thirteen school districts and the County Office of Education. Each participating school district may operate its own special education programs and services using its own employees, facilities, and equipment as specified in and pursuant to the provisions contained in the contract between SELPA members. The special education programs and services operated directly by the Kings County Office of Education shall be considered a district for purposes of this administration. The Kings County Office of Education shall be designated as the administrative unit (AU) and shall function as the administrative and fiscal agent for the SELPA in order to insure maximum utilization of all available resources in providing a full range of services to all children and youth ages 0-21 years.

### **GOVERNANCE PROCEDURES**

The Local Plan is composed of the following organizational system with specifically designed roles and relationships:

#### **SPECIAL EDUCATION GOVERNANCE COUNCIL**

The fourteen members Special Education Governance Council shall be composed of the thirteen District Superintendents and the County Office of Education. Each of these permanent members may appoint an alternate to represent his/her district in his/her absence. Non-voting members include the SELPA Director, Special Education Advisory Council Chairperson, and SELPA Finance Committee Chairperson. The Special Education Governance Council will serve to coordinate the administration of the Local Plan and will have the prime responsibility of implementing special education policies of local boards of trustees and the county board of education within the guidelines of the Local Plan through the SELPA Director.

The Governance Council shall adopt all policy matters for the SELPA including, but not limited to, the following:

- \* Eligibility Guidelines
- \* Suspension/Expulsion
- \* Records
- \* Identification, Assessment, Placement
- \* Due Process
- \* Complaints
- \* Program/Service Responsibility
- \* Allocation of Financial Resources

## State Requirements

### GOVERNANCE

Furthermore, the Governance Council shall:

- \* Receive reports from, and be advised by, the SELPA Director
- \* Provide guidance to the SELPA Director
- \* Be advised by the Special Education Advisory Council
- \* Be advised by the SELPA Finance Committee
- \* Be advised by the Community Advisory Committee (CAC)

The Governance Council shall be advised by the SELPA Director concerning, but not limited to, the following matters:

- \* The annual allocation of fiscal resources;
- \* The development of operational procedures and regulations;
- \* Legislation;
- \* The establishment of priorities for the provision of services;
- \* A review of special education programs and services with respect to both planned and actual efforts, progress and results; and
- \* Local Plan changes recommendations

### SPECIAL EDUCATION ADVISORY COUNCIL

The Special Education Advisory Council is composed of fourteen voting members, one member from each participating district and the County Office of Education. SELPA staff are non-voting members. Members shall be appointed by their respective Superintendents. The Special Education Advisory Council shall assist and support the Special Education Governance Council and the SELPA Director to achieve the best possible program to meet the individual requirements of all children with exceptional needs residing in Kings County. The Council shall propose operational procedures and shall act as a committee for proposing policies for consideration by the Governance Council.

The Advisory Council shall articulate the needs of the districts to the SELPA Director for consideration by the Governance Council.

The primary responsibility of the Advisory Council is to provide coordination for operation of programs throughout the Local Plan Area. The Special Education Advisory Council operates under by-laws developed and approved by it and the Governance Council. The Special Education Advisory Council shall:

- \* Advise the SELPA Director and the Special Education Governance Council regarding the current status of special education in their respective districts;
- \* Recommend changes in the Local Plan;
- \* Participate in the development of the annual plan for staff development;

## State Requirements

### GOVERNANCE

- \* Participate in the development of the annual Special Education Evaluation Plan;
- \* Monitor each district's adherence to operational procedures established through the governance structure, including ongoing review of programs;
- \* Participate in problem resolutions related to operational procedures;
- \* Plan and manage the day-to-day operations within their district programs and services in accordance with the provisions of the Local Plan.

### SELPA FINANCE COMMITTEE

The SELPA Finance Committee shall consist of the thirteen district Chief Business Officers (CBOs) and the Kings County Office of Education CBO. Non-voting members include the SELPA Director, Special Education Advisory Council Chairperson, and the Governance Council Chairperson.

The SELPA Finance Committee advises the Special Education Governance Council on matters related to recommended changes in base program services requiring funding model changes, or other recommendations made by the Special Education Advisory Council that affect the allocation of resources.

Roles and responsibilities included but are not limited to the following:

- \* Annually elect a committee Chairperson
- \* Provide fiscal support, including data collection and analysis, to Special Education Advisory Council and to the Governance Council
- \* Review Special Education Advisory Council recommendations
- \* Advise Governance Council on fiscal matters related to implementation of the annual budget and recommendations made by the Special Education Advisory Council
- \* Assists in monitoring the appropriate use of federal, state and local funds allocated for special education programs.

### ADMINISTRATIVE UNIT - RESPONSIBLE LOCAL AGENCY

The Kings County Office of Education is designated as the Administrative Unit (AU) for the Kings County Special Education Local Plan Area (SELPA). The responsibilities of the Administrative Unit shall include, but not be limited to the following, and as referenced in Education Code Section 56780(a)(1-16) and 56780 (b):

- \* Responsibility for the SELPA approved Funding Model
- \* Calculation of the AB602 funding
- \* Allocation of the apportionment based on the funding model
- \* Maintain and recommend model changes as needed
- \* Coordination of the Special Education Local Plan Area.

## State Requirements

### GOVERNANCE

- \* Coordinated system of identification and assessment.
- \* Coordinated system of personnel development.
- \* Coordinated system of procedural safeguards.
- \* Coordinated system of curriculum development.
- \* Coordinated system of internal program review.
- \* Coordinated system of data collection and management.
- \* Monitoring Maintenance of Effort (MOE) for the SELPA.
- \* Coordinated system of evaluation of the effectiveness of the Local Plan.
- \* Coordination of interagency agreements.
- \* Coordination of services to medical facilities.
- \* Coordination of services to licensed children's institutions and foster homes.
- \* Preparation of Special Education Local Plan Area reports, including but not limited to annual service and budget plans required of the SELPA by the State Department of Education.
- \* Coordination of career and vocational education.
- \* Assurance of full educational opportunity.

In addition, the AU shall be responsible for the following:

- \* Selects, employs and provides supervision of SELPA staff of the Administrative Unit.
- \* Provides consultation and coordination related to procedural safeguards including issues of equal access, free/low cost legal services, and uniform complaint procedures and due process procedures

#### District Governing Board/Kings County Office of Education

Each of the District Boards of Education and the County Office of Education have authority over programs operated by their respective agencies. The responsibilities of the governing boards shall include, but not be limited to, the following:

- \* Entering contractual or joint powers agreements with the County Office of Education, other districts participating in the plan, and the Governance Council.
- \* Reviewing and approving the Kings County Special Education Local Plan.
- \* Making recommendations to the Governance Council regarding policies and procedures.
- \* Establishing and keeping communication with the Governance Council.
- \* District and County Office approved budgets are submitted and reviewed by their respective boards along with interim reports throughout the year.

## State Requirements

### GOVERNANCE

- \* Revised budget resolutions must be approved by local boards and submitted to Kings County Office of Education
- \* Warrants are all processed by Kings County Office of Education and audited on a sample basis
- \* Each district is fiscally audited by an independent auditor and any findings require a written response to the Kings County Office of Education to be submitted to CDE
- \* Providing for resources in Due Process Hearings

The description of due process procedures in Education Code Sections 56500-56507, for purposes of Code of Federal Regulation, 34 CFR. 300.237, 300.240, and 300.500 - 514, are hereby included in the Local Plan by reference.

Due process procedures are recommended by the SELPA staff and Governance Council for implementation by the district providing special education and related services. When there is early evidence of a possible due process hearing, the responsible district shall notify SELPA staff who will offer assistance. Due process hearings are the responsibility of the district of residence except as described:

- a. Whenever a due process hearing includes a placement decision, the district of residence will be the responsible party. For purposes of residency, pupils placed in foster family homes (FFH) are considered residents of the district in which the FFH is located. If a pupil's placement is in a program not operated by the district of residence, the district/county providing the program participates as needed.
- b. The pupil involved in an administrative or judicial hearing shall remain in his/her present educational placement during the pendency of the proceeding.
- c. The district of residence is the responsible party for complaints and due process hearings related to transportation.
- d. When a district receives AB602 funding for program implementation and the provision of designated instructional services (DIS) and is currently delivering those services; and if these services are an issue, then the program provider will be the responsible party in a Due Process Hearing.

Each governing board shall be made aware of complaints and due process hearings as needed. Each shall be fiscally responsible for the costs of such hearings.

### RESOLUTION OF DISAGREEMENTS

In the event that a disagreement occurs between districts or between a district and the Kings County Office of Education then:

- \* The SELPA Director will mediate, if the parties involved are unable to solve the problems themselves.
- \* If the SELPA Director is unsuccessful at mediation, the Governance Council will hear the case and render a decision.

## State Requirements

### GOVERNANCE

- \* In disputes due to interpretation of the Plan, the Governance Council has sole responsibility of clarifying or interpreting the Plan.
- \* Changes in the governance activities pursuant to E.C. 56205(b)5 shall be submitted for review by the Governance Council with subsequent recommendation(s) subject to approval by the County Office of Education prior to final approval of revision of the Local Plan.

### DIRECTOR OF THE SELPA

Within the selection and guidance of the Superintendent's Governance Subcommittee, but under the direct supervision of the Superintendent, the Director of the SELPA plans, coordinates and implements policies governing all special education programs and services within the Kings County Special Education Local Plan Area and contracted programs or services outside the Special Education Local Plan Area. The Director supervises and manages all regionalized services and Program Specialist Services staff of the Local Plan.

### MAJOR DUTIES AND RESPONSIBILITIES

- \* Prepares the Local Plan for Special Education in accordance with State and Federal specifications, district and SELPA procedural manuals and other written materials as needed;
- \* Serves as Executive Secretary to the Governance Council;
- \* Implements policies as established by the Governance Council;
- \* Provides administrative leadership for SELPA, Special Services and contracted services;
- \* Ensures that all programs operate within existing statutes and guidelines;
- \* Provides for supervision of instruction including program development and evaluation;
- \* Provides for an effective program of staff evaluation of both certificated and classified personnel for the purposes of improving staff effectiveness, reassigning staff or recommending dismissal of persons deemed to be less than effective in the conduct of their assigned responsibilities;
- \* Communicate and confer with administrators, staff, client school district personnel and outside agencies to ascertain needs, coordinate activities and programs, resolve issues, exchange information, and provide training and assistance;
- \* Develops and implements a schedule of assignments for SELPA staff;
- \* Supervises the development and preparation of all SELPA and Special Services budgets, documents, and reports;
- \* Control and authorize expenditures in accordance with established limitations, prepare cost estimates on activities and project control, as required;
- \* Ensure compliance with federal, state and local standards, procedures, policies, laws, regulations and requirements applicable to the assigned area(s) of responsibility;



## State Requirements

### GOVERNANCE

- \* Stay current with legislative and policy changes related to the area(s) of assignment, serve as a primary resource to answer inquiries, furnish information and provide assistance, as required;
- \* Represents KCOE on regional and state committees, including professional organizations, attends workshops, staff development activities and other meetings as required;
- \* Hires, supervises and evaluates subordinate staff;
- \* Maintains current knowledge of KCOE contracts, policies and procedures;
- \* Operates a personal computer and standard office equipment;
- \* Operates a motor vehicle;
- \* Performs other related essential functions as assigned;
- \* Liaison between finance, advisory and governance council;
- \* Keep open lines of communications regarding potential issues; litigation, changes in law, practices, finances, etc;
- \* Must have deep understanding of finance and fiscal implications;
- \* Act as lead to SELPA self-review;
- \* Understand the IEP and Self-Review processes;
- \* Have a deep understanding of the due process and/or complaint process regarding special education;
- \* Intercedes in disputes or disagreements and assists in reconciling them;
- \* Connect and/or provide quality professional development to paraprofessionals, teachers, management, etc;
- \* Provide direction to SELPA members regarding NPS (Non-Public School);
- \* Act as liaison to connect social services to districts (i.e., Kings Behavioral Health, Kings View, etc.).

### THE COMMUNITY ADVISORY COMMITTEE

The SELPA Community Advisory Committee is composed of 1) parents of individuals with exceptional needs enrolled in public schools participating in the Local Plan, 2) parents of pupils enrolled in public or private schools, 3) disabled pupils and adults, 4) regular and special education teachers, 5) other school personnel, 6) representatives of other public and private agencies, 7) persons concerned with individuals with exceptional needs. At least a majority of the members are parents of pupils enrolled in schools participating in the Local Plan, and at least a majority of these parents are parents of individuals with exceptional needs. Members of the Community Advisory Committee are appointed by, and are responsible to, their respective governing boards. Appointments are in accordance with the selection procedures as described in the by-laws of the Community Advisory Committee. The term of the appointments are for at least two years and are staggered.

## State Requirements

### GOVERNANCE

The Community Advisory Committee has responsibilities for, but not limited to, all of the following:

- \* Advising the Special Education Governance Council through the SELPA Director regarding the development and review of the Local Plan. The Special Education Governance Council shall review and consider comments from the Community Advisory Committee.
- \* Recommending annual priorities to be addressed by the Local Plan.
- \* Encouraging community involvement in the development and review of the Local Plan.
- \* Supporting activities on behalf of individuals with exceptional needs.
- \* Assisting in parent education and in parent awareness of the importance of regular school attendance.

INTERAGENCY AGREEMENTS    DATE    AGENCY LIAISON

California Children's Services    \*Current    Dept. of Health, Deputy  
(559)582-3211 Ext.2586

- \* In effect unless and until it is amended or repealed by a later enacted agreement.

### ANNUAL EVALUATION

The SELPA Director is responsible for coordination of annual evaluation activities between districts within the SELPA and the California Department of Education

(CDE). Evaluation activities and data collection are the responsibility of each district as appropriate. Requirements are disseminated by the SELPA Director to members of the Special Education Advisory Council for action. Summarization and submission of data to the CDE is a regionalized service function of a Program Specialist supervised by the SELPA Director.

Annual evaluation activities are coordinated with requirements by the CDE as part of the State's Four Year Special Education Self Review.

### SPECIAL EDUCATION GOVERNANCE COUNCIL BY-LAWS

#### ARTICLE I - NAME OF COUNCIL

The name of this organization shall be the Kings County Special Education Governance Council.

#### ARTICLE II - OBJECTIVES

The Special Education Governance Council shall govern the Kings County Special Education Local Plan in meeting the requirements and intents of state and federal laws for Special Education.

The Council shall develop policy to further the purpose of educating children with exceptional needs in the Kings County Special Education Local Plan. The Council shall adopt policies by a majority endorsement of a quorum of the Council.

## State Requirements

### GOVERNANCE

#### ARTICLE III - MEMBERSHIP

Each of the thirteen school districts and the County Office of Education, which comprise the Kings County Special Education Local Plan, shall be represented by each respective Superintendent. Each member, including the Chairperson, shall have one vote. Non-voting members include the SELPA Director, the SELPA Finance Committee Chairperson, and the Special Education Advisory Council Chairperson.

#### ARTICLE IV - MEETINGS

1. The Council shall meet during the school year on a regular monthly schedule, which will be adopted by the majority of a quorum of the Council. Meetings generally will occur at the Kings County Office of Education.
2. Special meetings may be called by the Chairperson.
3. A quorum consists of nine members.

#### ARTICLE V - CHAIRPERSON

1. A Chairperson and a Vice Chairperson for the Governance Council will be elected at the first meeting in September each year for a one year term by the members of the Council.

#### ARTICLE VI - OFFICERS AND DUTIES

1. The Chairperson shall:
  - a. Preside at regular and special meetings.
  - b. Ensure that items of concern to members are agendaized.
  - c. Ensure that all necessary committees are appointed, and meetings for the committees are scheduled as needed.
2. The Vice Chairperson shall preside at the meetings in the absence of the Chairperson.

#### ARTICLE VII - ADOPTION OF CHANGE OF BY-LAWS

These by-laws may be adopted or changed by a majority vote of a quorum of the Council.

#### ARTICLE VIII - POLICY ADOPTION/APPEAL

1. Policies are recommended by the Special Education Advisory Council, reviewed by the SELPA Finance Committee, adopted by a majority of a quorum of the Governance Council, and implemented by the Advisory Council.
2. Any council member may appeal a decision made by the Council by requesting that the Chairperson place the issue on the agenda for the next meeting for additional consideration.

## State Requirements

### GOVERNANCE

#### SPECIAL EDUCATION ADVISORY COUNCIL BY-LAWS

##### ARTICLE I - NAME OF COUNCIL

The name of this organization shall be the Kings County Special Education Advisory Council.

##### ARTICLE II - OBJECTIVES

The objectives of the Special Education Advisory Council shall be to assist the Kings County Special Education Local Plan in meeting the requirements and intent of state and federal laws for Special Education and to recommend adoption of policies by the Special Education Governance Council, to implement such policies, and to adopt and implement procedures relative to the operation of the Kings County Special Education Local Plan.

The Council shall be an advising, recommending and implementing board to further the purpose of educating children with exceptional needs in the Kings County Special Education Local Plan Area. The Council shall develop recommendations for policy and adopt procedures by majority of a quorum of the Council.

##### ARTICLE III - MEMBERSHIP

1. Appointments to the Special Education Advisory Council shall be for a one year term beginning September 1 of each year.
2. Each of the thirteen school districts and the Kings County Office of Education, which comprise the Kings County Special Education Local Plan Area, shall be represented by one Special Education member. Each member shall have one vote.
3. Appointments of the members shall be by each respective Superintendent.

##### ARTICLE IV – MEETINGS

1. The Council shall meet during the school year on a regular monthly schedule, adopted by the majority of a quorum of the Council as to date and time. Meetings generally will occur at the Kings County Office of Education.
2. Special meetings may be called by the Chairperson.
3. A quorum shall consist of nine members.

##### ARTICLE V – OFFICERS AND DUTIES

1. The Chairperson shall:
  - a. Preside at regular and special meetings
  - b. Ensure that items of concern to members are agendaized
  - c. Ensure that all necessary committees are appointed, and meetings for the committees are scheduled as needed.
2. The Vice Chairperson shall preside in the absence of the Chairperson.

## State Requirements

### GOVERNANCE

#### ARTICLE VI – CHAIRPERSON

1. A Chairperson and Vice Chairperson of the Special Education Advisory Council will be elected at the first meeting in September each year for a one year term by the members of the committee.
2. In the absence of the Chairperson the Vice Chairperson will lead the Special Education Advisory Council.

#### ARTICLE VII – ADOPTION OF CHANGE OF BY-LAWS

These by-laws may be adopted or changed by a majority vote of a quorum of the Committee.

#### ARTICLE VIII – POLICY RECOMMENDATIONS

1. Policies are recommended by the Special Education Advisory Council, reviewed by the SELPA Finance Committee and, adopted by a majority of a quorum of the Governance Council, and implemented by the Advisory Council.

#### SELPA FINANCE COMMITTEE BY-LAW

##### ARTICLE I - NAME OF COMMITTEE

The name of this organization shall be the Kings County Special Education Local Plan (SELPA) Finance Committee.

##### ARTICLE II - OBJECTIVES

The objectives of the SELPA Finance Committee shall be to advise the Kings County SELPA in meeting the requirements and intent of state and federal laws for Special Education and to recommend to the Governance Council the adoption of policies and procedures relative to fiscal issues in the operation of the Kings County SELPA.

The Committee shall recommend these policies and procedures by majority of a quorum of the committee.

##### ARTICLE III – MEMBERSHIP

Each of the thirteen school districts and the Kings County Office of Education which comprise the Kings County SELPA shall be represented by the Chief Business Officer (CBO) or designee from each LEA. Each member shall have one vote. The SELPA Director, the Governance Council Chairperson and the Special Education Advisory Chairperson shall be non-voting members of the committee.

##### ARTICLE IV - MEETINGS

1. The Committee shall meet during the school year on a regular monthly schedule in conjunction with the Kings County CBO meeting.
2. Attendance at the meeting shall consist of members of the Committee, the SELPA Director, the Governance Council Chairperson, the Special Education Advisory Council Chairperson and other county and/or district staff as appropriate.
3. Special meetings may be called by the Chairperson.

## State Requirements

### GOVERNANCE

4. A quorum shall consist of nine members.

#### ARTICLE V - OFFICERS AND DUTIES

1. Officers shall be elected at the first meeting in September.

2. The Chairperson shall:

- a) Preside at regular and special meetings.
- b) Ensure that items of concern to members are placed on the agenda.
- c) Ensure that officers are elected, all necessary committees are appointed, and meetings for the committee are scheduled as necessary.
- d) Attend SELPA Governance meetings to 1) report recommendations and actions of the Finance Committee and 2) take advisement and direction from Governance for future study or discussion for the Committee.

3. The Vice-Chairperson shall preside over a meeting in the absence of the Chairperson.

#### ARTICLE VI- ADOPTION OR CHANGE OF BY-LAWS

These by-laws shall be adopted by a majority vote of a quorum of the Committee.

#### COMMUNITY ADVISORY COMMITTEE FOR SPECIAL EDUCATION BY-LAWS

##### BY-LAW I. MEMBERSHIP

##### SECTION I APPOINTMENTS

- a. Membership will consist of one appointee of each school district, one appointee of the Kings County Office of Education, the Special Education Local Plan Area (SELPA) Director, and/or one appointee of the SELPA Director.
- b. Appointments to the Community Advisory Committee will be for a two year term, ending with the second complete school year, with one half of the committee being appointed each year. Upon the decision of the local school district, a member may be reappointed for second and third consecutive terms resulting in an appointment of up to six years. Any member shall not serve more than six consecutive years on the CAC.
- c. Local school districts are responsible for appointing members from their districts. If any vacancies are not filled by October 15 of each school year, the Community Advisory Committee may fill these vacancies with volunteers. In the event of a vacancy, the Committee will ask that an appointment be made within thirty (30) days or the CAC may fill that vacancy. In the event of a midterm vacancy, the committee will notify the district and ask that an appointment be made within 30 days or the CAC may fill the vacancy.
- d. Nomination of potential members of the committee will follow the criteria:

1. A majority of the committee will be composed of parents of pupils enrolled in schools in the SELPA.

## State Requirements

### GOVERNANCE

2. A majority of the parents will be parents of individuals with special needs.

3. Within the above restrictions, members will be selected from parents, teachers (both special and regular classes), individuals enrolled in special education programs, representatives from public and private agencies and persons concerned with the needs of individuals with exceptional needs.

#### BY-LAW II. MEETINGS

##### SECTION I

- a. This committee shall meet monthly from September through May, voted by the committee as to date, time and place.
- b. Special meetings may be called by the Chairperson.
- c. A quorum shall consist of those members present.

#### BY-LAW III. COMMITTEES

Any necessary committees shall be appointed by the Chairperson.

#### BY-LAW IV. DUTIES OF OFFICERS

The Offices of Chairperson and Vice Chairperson shall be elected yearly with no term to exceed two consecutive terms in the same position. The position of Secretary shall be filled by the appointee of the SELPA Director. The Public Information Officer shall be appointed by the Chairperson.

##### SECTION I The Chairperson shall:

- a. Preside at regular meetings.
- b. Submit reports as required.

##### SECTION II The Vice Chairperson shall:

- a. Preside at regular meetings in the absence of the Chairperson.
- b. Succeed to the office of Chairperson at the expiration of his/her term.

##### SECTION III The Secretary shall:

- a. Keep a written record of all business transacted at the meetings.
- b. Attend to correspondence at the direction of the Chairperson.

##### SECTION IV The Public Information Officer shall:

- a. Inform the local media of meeting dates, time, and location:

## State Requirements

### GOVERNANCE

- b. Inform the local media of events, projects, and/or issues as directed by the Committee.

#### BY-LAW V. ADOPTION OR CHANGE OF BY-LAWS

These by-laws may be adopted or changed by a simple majority vote of a quorum at any scheduled meeting.

#### AGREEMENT FOR PARTICIPATION IN THE KINGS COUNTY SCHOOLS SPECIAL EDUCATION LOCAL PLAN

The intent of this agreement is to provide for an integrated system of comprehensive special education programs and services designed to meet the needs of individuals with exceptional needs residing within the geographical area of Kings County school districts, hereinafter referred to as "Local Plan Area." All programs and services are conducted in accordance with the provisions of Public Law 108-446 and applicable state laws, policies, rules and regulations.

The Kings County Office of Education, designated as the Administrative Unit (AU), hereinafter called "Superintendent," and all Kings County school districts, hereinafter called "District," which organization shall be known as the Kings County Special Education Local Plan Area, have submitted a Local Plan for Special Education to the State Department of Education.

The signatures on the Agreement indicate the willingness of the "Superintendent" and the "District" to participate, and agreement to the following:

1. Name of Program: The program shall be designated as the Kings County Special Education Local Plan Area or "Local Plan."

#### 2. Responsibilities:

##### A. "Superintendent" (AU):

The "Superintendent" is designated in the Local Plan as the administrative and fiscal agent authorized to receive, disburse and expend funds for the conduct of special education programs and services in accordance with the Local Plan. Duties of the "Superintendent" shall include, but not be limited to the following:

1. Receiving regionalized services and program specialist funds, calculating district apportionments for special education services, providing special education student information system for local tracking and state reporting purposes, providing for administrative support and coordinating the administration of the Local Plan.

##### B. County - "District" Responsibilities:

Each district within the local plan area assumes responsibilities which include, but are not limited to the following:

Administration of special education programs and services when appropriate, supervision and provision of staff for special education services and programs, and services as agreed in the Local Plan.



## State Requirements

### GOVERNANCE

"District" assures that it will administer a system for providing the least restrictive environment for all pupils. "District" will maintain facilities and program resources as well as curriculum development and evaluation.

#### C. Governance Council Responsibilities:

The Governance Council shall consist of the District Superintendent from each participating school district and the County Office of Education. The Governance Council shall act as an executive board to establish operational procedures, and to make decisions in any matter regarding the implementation, administration and operation of special education programs and services in accordance with the Local Plan. No action will be taken, except by a majority vote of a quorum of the members of the council at an official meeting of the body. Nine members (2/3 of the membership) shall constitute a quorum.

In an emergency wherein the Governance Council is unable to meet, the County Office of Education will make decisions relative to the governance of the Local Plan.

#### D. Special Education Advisory Council Responsibilities:

"District" and "Superintendent" will have a representative on the Special Education Advisory Council. The representative will be the administrator for special education or a designee. The primary responsibility of the council is to provide coordination for operation of programs throughout the local plan area and to recommend and implement the policies and procedures for operation of the Local Plan.

The Special Education Advisory Council operates under by-laws developed and approved by it and the Governance Council.

#### E. SELPA Finance Committee

The SELPA Finance Committee shall consist of the thirteen districts Chief Business Officers (CBOs) or designee and the Kings County Office CBO. The SELPA Finance Committee advises the Special Education Governance Council on matters related to recommended changes in base program services requiring funding model changes, or other recommendations made by the Special Education Advisory Council that affect the allocation of resources.

The SELPA Finance Committee operates under by-laws developed and approved by it and the Governance Council.

#### F. Community Advisory Committee Responsibilities:

The Community Advisory Committee includes the appropriate balance of membership provided in the legislation including a majority of the members as parents and a majority of the parents as parents of individuals with exceptional needs.

The Community Advisory Committee operates under the by-laws adopted by the committee.

### 3. Administration of the Local Plan

## State Requirements

### GOVERNANCE

As an employee of the "Superintendent," the Director of the SELPA will be responsible for the management, implementation and coordination of the Local Plan operations, subject to direction provided by the Governance Council.

#### 4. General Provisions:

##### A. Interdistrict Attendance:

- a. By mutual agreement districts agree to accept for education individuals with exceptional needs who reside within the service region and to provide through "District" or "Superintendent" programs for the appropriate education of the pupil. Interpretation and past practice dictates that a SELPA-facilitated IEP between two consenting districts does not require a formal interdistrict attendance agreement, therefore effecting appropriate placement within the Local Plan area in a timely and cost effective manner.
- b. The district of attendance shall be the responsible agency for special education and services for a student who has a formal interdistrict attendance agreement.
- c. For students in Family Foster Homes or Licensed Children's

Institutions (FFH/LCI) the district where the FFH/LCI is located shall be the district of residence, unless the student was placed in an LCI as the result of an educational placement by an expanded IEP team. In that case, the district where the parent resides shall be the district of residence.

##### B. Indemnification and Hold Harmless:

In compliance with the provision of Section 895.4 of the California Government Code, each party hereto agrees to indemnify and hold the other party harmless from all liability for damage, actual or alleged, to persons or property arising out of or resulting from negligent acts or omissions of the indemnifying party.

##### C. Funds and Expenditures:

1. Revenue sources for support of special education programs and services conducted in accordance with the Local Plan shall include local, state and federal funds allocated for such purposes.

2. The "Superintendent" shall establish appropriate record-keeping procedures in accordance with state and federal requirements, maintain accurate fiscal accounting records, and prepare and submit required fiscal reports to the appropriate authority. "District" shall maintain compatible fiscal records and provide fiscal information necessary for the completion of required reports. Direct program costs, direct and indirect program support costs and capital outlay expenditures shall be clearly identified, recorded and reported for all current and projected special education programs and services as required by state and federal authorities.

3. "District" participating in the Local Plan shall maintain fiscal accounting records in a manner that facilitates an audit by a Certified Public Accountant. An annual audit may be conducted to

## State Requirements

### GOVERNANCE

ensure financial accountability on the part of the participating districts. In addition, all fiscal records shall be made available for public inspection upon request.

#### D. Severability:

If this agreement of participation is terminated in whole or in part, all funds and expenditure consideration will remain the responsibility of the Governance Council or the County Office of Education.

#### E. Terms:

This agreement is effective for the period from FY 2011 through 2015 (or as may be adjusted by CDE). The agreement may be amended by mutual consent of the parties hereto.

#### Legal References:

20 USC 1412(a)(13)

30 EC 56195

30 EC 56195.1(b);(c) 1-2;(j)

30 EC 56195.7(c)(j)(i)

30 EC 56195.8(c)

30 EC 56205(a)(12)-(19)

30 EC 56205(b)(5)

## State Requirements

### ADULTS IN CORRECTIONAL FACILITIES

#### Free Appropriate Public Education (FAPE)

Every individual with exceptional needs who is eligible to receive special education instruction and related services under the Individuals with Disabilities Education Act (IDEA) and state special education laws, shall have access to that instruction and those services at no cost, as appropriate, to him or her. FAPE shall be available to individuals with exceptional needs in accordance with Section 1412(a)(1) of Title 20 of the United States Code and Section 300.101 of Title 34 of the Code of Federal Regulations.

#### Eligible Adults

Adults who are aged 18 to 21 years, who have not graduated with a high school diploma, who, at the time they turned 18 were identified as an individual with exceptional needs and had an individualized education program (IEP) under the IDEA, are also entitled to a FAPE (hereinafter referred to as "eligible adults"). (See 20 U.S.C. § 1400 (d)(1)(A), (B), (C); 20 U.S.C. § 1412(a)(1)(A); Cal. Educ. Code, §§ 56000, 56026(c)(4).) This applies to adults incarcerated in California adult jails and prisons. However, an individual aged 18 through 21 years, who, in the educational placement prior to his or her incarceration in an adult correctional facility was not identified as an individual with exceptional needs or did not have an IEP under the IDEA, is not entitled to a FAPE. (20 U.S.C. § 1412(a)(1)(B); Cal. Educ. Code, § 56040(b).)

#### District of Residence

For eligible adults, who prior to reaching the age of 18 resided within the Kings County Special Education Local Plan Area (SELPA) geographic boundaries, the applicable local education agency within the SELPA shall ensure that they are identifying and providing FAPE consistent with this policy.

For non-conserved pupils, the last district of residence in effect prior to the pupil attaining the age of majority shall become and remain as the responsible local education agency, as long as and until the pupil's parent or parents relocate to a new district of residence. . At that time the new district of residence shall attach and become the responsible local educational agency. (Cal. Educ. Code 56041)

For conserved pupils, the district of residence of the conservator shall attach and remain the responsible local educational agency, as long as and until the pupil's conservator relocates or a new one is appointed. At that time the new district of residence shall attach and become the responsible local educational agency. (Cal. Educ. Code 56041)

#### Child Find

The SELPA shall actively and systematically seek out all eligible adults residing within its boundaries. The SELPA and LEA shall ensure that they are identifying and providing FAPE consistent with this policy.

#### Individualized Education Program

Once the LEA is informed that an eligible adult is incarcerated in an adult correctional facility, it will review and revise the individual's IEP as necessary, including conducting an annual review, as needed, subject to the cooperation of the correctional facility where the student is located. The LEA will determine whether the qualified individual wishes to receive a FAPE, and if so, will ensure that the qualified individual is provided a FAPE pursuant to the IDEA and corresponding California Special Education statutes. To receive special education services while incarcerated, a qualified individual must consent to the receipt of such

## State Requirements

### ADULTS IN CORRECTIONAL FACILITIES

services in order to receive said services while incarcerated and enroll in the adult education program at the adult correctional facility.

#### Eligible Adults in Federal Prisons

Individuals in the federal correctional system fall under the jurisdiction of the Federal Bureau of Prisons within the Department of Justice. The IDEA makes no specific provision for funding educational services for individuals with disabilities through the Bureau of Prisons.

#### Limitations

The following special education requirements do not apply to eligible individuals who are convicted as adults under State law and incarcerated in adult prisons:

1. The requirements set out in 20 U.S.C. § 1412(a)(16) and 20 U.S.C. § 1414(d)(1)(A)(i)(VI) (relating to participation in general assessments) do not apply. Eligible individuals convicted as adults under State law and incarcerated in adult prisons are exempted from participation in State and district-wide assessment programs under the IDEA.
2. The requirements of items (aa) and (bb) of 20 U.S.C. § 1414(d)(1)(A)(i)(VIII) (relating to transition planning and transition services), do not apply with respect to such individuals whose eligibility under the IDEA will end, because of their age, before such individuals will be released from prison.
3. If an individual with a disability is convicted as an adult under state law and incarcerated in an adult prison, the individual's IEP Team may modify the individual's IEP or placement notwithstanding the least restrictive environment ("LRE") requirements of 20 U.S.C. § 1412(a)(5)(A) and the IEP contents requirements of 20 U.S.C. § 1414(d)(1)(A) if there is a bona fide security or compelling penological interest that cannot otherwise be accommodated.

## State Requirements

### ADULT TRANSITION PROGRAMS

The focus of the Kings County Office of Education Adult Transition Program is to provide learning experiences for our young adult students (ages 18-22) to prepare them for maximum independence as they transition into the adult world.

This includes activities in vocational education, integrated employment, independent living, recreation/leisure, and community participation.

The IEP team plans the program based on the student's needs and takes into account his or her strengths, preferences, and interests. The plan includes instruction, related services, community experiences, daily living skills, and the development of employment and other post-school adult living objectives.

Curricular and instructional methodologies are congruent with activities of age appropriate adults and are in line with individual student goals. A variety of instructional strategies are used that promote skills used in adult life. Classroom instruction is enhanced by real world experiences in the community.

Examples of classroom activities include daily personal care instruction, money management, filling out job applications, and balancing a checkbook. Each of the activities in the ILP are focused to prepare our students for future educational, employment, and independent living goals. Many of our students participate in a work experience program and are placed in work sites throughout the county. We work with local transit to teach our students how to independently utilize public transportation.

To the extent appropriate and with the consent of the parent or adult student, we collaborate with representatives from outside agencies (ie...Department of Rehabilitation, Regional Center, County Mental Health, Vocational Rehabilitation agencies, Social Workers, Independent living centers etc...)

In addition, The Kings County Office of Education / SELPA collaborate with local education entities to provide the required special education and related services to all eligible students age 18-22 incarcerated in Kings County Jail.

California Department of Education  
Revised March 2016

Special Education Division

## Annual Budget and Service Plan

### Checklist of Items to Submit to the California Department of Education by June 30, 2016

#### Annual Budget Plan:

- ☒ **Form ABP-01:** Certification of Annual Budget Plan
- ☒ Annual Budget Plan—Page 2
- ☒ Copy of Public Hearing Notice

#### Annual Service Plan:

- ☒ **Form ASP-03:** Certification of Annual Service Plan
- ☒ **Form ASP-01a:** California Special Education Management Information System (CASEMIS) Service Descriptions
- ☒ **Form ASP-01b:** Modified or Customized CASEMIS Descriptions
  - ☐ Description of CASEMIS Code 900, if applicable
- ☒ **Physical Location of Services Plan—Form ASP-02a**
  - ☒ Annual Service Plan (001)
  - ☒ Other Facilities (002)
  - ☒ Infant Services (003)
  - ☒ Pre-School Services (004)
- ☒ **Facility 32: County Jails** Included in the Plan
- ☒ Copy of Public Hearing Notice

California Department of Education  
ABP-01 (rev March 2016)

Special Education Division

### Certification of Annual Budget Plan Fiscal Year 2016-17


<b>1. Check one, as applicable:</b> <input type="checkbox"/> Single District <input checked="" type="checkbox"/> Multiple District <input type="checkbox"/> District/County		
Special Education Local Plan Area (SELPA) Code 1600	SELPA Name Kings County	Application Date 5/2/16
SELPA Address 1144 W. Lacey Boulevard	SELPA City Hanford	SELPA Zip code 93230
Name SELPA Director (Print) Nancy J. Damm		SELPA Director's Telephone Number  ( 559 ) 589-2504
<b>2. Certification by Designated Administrative And Fiscal Agency for This Program (Responsible Local Agency/Administrative Unit [RLA/AU])</b>		
RLA/AU Name Kings County Office of Education	Name/Title of RLA/AU Superintendent Tim Bowers, Superintendent	RLA/AU Telephone Number (559)584-1441
RLA/AU Street Address 1144 W. Lacey Boulevard	RLA/AU City Hanford	RLA/AU Zip code 93230-
Date of Governing Board Approval 5/2/16		

### Certification of Approval of Annual Budget Plan Pursuant to California Education Code Section 56205(b)

I certify that the Annual Budget Plan was developed according to the SELPA's local plan governance and policy making process. Notice of this public hearing was posted in each school within the SELPA at least 15 days prior to the hearing.

The **Annual Budget Plan** was presented for public hearing on May 2, 2016.

Adopted this 2nd day of May, 2016.

Signed:   
RLA/AU Superintendent



**Annual Budget Plan  
Fiscal Year 2016-17**

The Annual Budget Plan shall identify expected expenditures for all items required by this part as listed below. The Standardized Account Code Structure (SACS) codes provide source information from the local educational agency (LEA) reporting.

	Reference/Label	Instructions	Estimated Totals
A	Funds received in accordance with Chapter 7.2 (commencing with California <i>Education Code</i> [EC] Section 56836) (Special Education Program Funding)	SACS Resource Code 6500 (State), 3300-3499 (Federal) 6512-6535 (General Fund)	23,248,766
B	Administrative costs of the plan	SACS Goal Code 5001 Function 2100	335,394
C	Special Education services to pupils with: (1) <b>severe disabilities</b> , and (2) <b>low-incidence disabilities</b>	SACS Goal Code 5710	383,755
		SACS Goal Code 5730	669,804
		SACS Goal Code 5750	14,708,383
D	Special education services to pupils with <b>non-severe disabilities</b>	SACS Goal Code 5770	16,987,218
E	Supplemental aids and services to meet the individual needs of pupils placed in <b>regular education classrooms</b> and environments	Any SACS Goal Code with SACS Function Code 1130 <sup>1</sup>	1,113,286
F	Regionalized operations and services, and direct instructional support <b>by program specialists</b> in accordance with Article 6 (commencing with Section 56836.23) of Chapter 7.2 (SELPA Program Specialists Funding)	SACS Goal Code 5050	
		SACS Goal Code 5060	441,604
G	The use of <b>property taxes</b> allocated to the special education local plan area pursuant to EC Section 2572	Statement is included in Local Plan	

<sup>1</sup> Function Activity Classification can be found <http://www.cde.ca.gov/be/ag/ag/yr08/mar08item24a6.doc>

California Department of Education  
ASP-03 (rev March 2016)

Special Education Division

### Certification of Annual Service Plan Fiscal Year 2016-17

<b>1. Check one, as applicable:</b> <input type="checkbox"/> Single District <input checked="" type="checkbox"/> Multiple District <input type="checkbox"/> District/County		
Special Education Local Plan Area (SELPA) Code 1600	SELPA Name Kings County	Application Date 5/2/16
SELPA Address 1144 W. Lacey Boulevard	SELPA City Hanford	SELPA Zip code 93230
Name SELPA Director (Print) Nancy J. Damm		SELPA Director's Telephone Number  ( 559 ) 586-2504
<b>2. Certification by Designated Administrative And Fiscal Agency for This Program (Responsible Local Agency [RLA] or Administrative Unit [AU])</b>		
RLA/AU Name Kings County Office of Education	Name/Title of RLA/AU Superintendent (Type) Tim Bowers, Superintendent	RLA/AU Telephone Number ( 559 ) 584-1441
RLA/AU Street Address 1144 W. Lacey Boulevard	RLA/AU City Hanford	RLA/AU Zip code 93230
Date of Governing Board Approval  May 2, 2016		

### Certification of Approval of Annual Service Plan Pursuant to California *Education Code* Section 56205(b)

I certify that the Annual Service Plan was developed according to the SELPA's local plan governance and policy making process. Notice of this public hearing was posted in each district within the SELPA at least 15 days prior to the hearing.

The **Annual Service Plan** was presented for public hearing on May 2, 2016.

Adopted this 2nd day of May, 2016.

Signed: \_\_\_\_\_

Tim Bowers  
RLA/AU Superintendent

For California Department of Education Use Only

Received by the State Superintendent of Public Instruction: Date: \_\_\_\_\_ By: \_\_\_\_\_

# CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

## SERVICE DESCRIPTIONS

SELPA Kings County (1600)

Special Education Division

California Department of Education  
Form ASP-01a (rev 10/08)

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
210	<b>Family training, counseling, and home visits(ages 0-2 only):</b> This service includes: services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child's development. Note: Services provided by specialists (such as medical services, nursing services, occupational therapy, and physical therapy) for a specific function should be coded under the appropriate service category, even if the services were delivered in the home.	X			34 CFR sections 300.34 (c)(3), 300.226
220	<b>Medical services (for evaluation only) (ages 0-2 only):</b> Services provided by a licensed physician to determine a child's developmental status and need for early intervention services.			X	34 CFR sections 300.34 (c)(3), 300.226
230	<b>Nutrition services (ages 0-2 only):</b> These services include conducting assessments in: nutritional history and dietary intake; anthropometric, biochemical, and clinical variables; feeding skills and feeding problems; and food habits and food preferences.			X	34 CFR sections 300.34 (c)(3), 300.226
240	<b>Service coordination (ages 0-2 only)</b>	X			34 CFR sections 300.34 (c)(3), 300.226
250	<b>Special instruction (ages 0-2 only):</b> Special instruction includes: the design of learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction; curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child's IFSP, providing families with information, skills, and support related to enhancing the skill development of the child; and working with the child to enhance the child's development.	X			34 CFR sections 300.34 (c)(3), 300.226
260	<b>Special education aide in regular development class, childcare center or family childcare home (ages 0-2 only)</b>			X	34 CFR sections 300.34 (c)(3), 300.226

Services will be provided in the school of attendance unless otherwise determined by the IEP team.

An Annual Service Location Report based on these codes may be generated using CASEMIS and available at the district office by March 31.

# CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

## SERVICE DESCRIPTIONS SELPA Kings County (1600)

Special Education Division

California Department of Education  
Form ASP-01a (rev 10/08)

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
270	<b>Respite care services (ages 0-2 only):</b> Through the IFSP process, short-term care given in-home or out-of-home, which temporarily relieves families of the ongoing responsibility for specialized care for child with a disability (Note: only for infants and toddlers from birth through 2, but under 3.)	X			34 CFR sections 300.34 (c)(3), 300.226
330	<b>Specialized academic instruction:</b> Adapting, as appropriate to the needs of the child with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children.	X			34 CFR Section 300.39(b)(3)
340	<b>Intensive individual instruction:</b> IEP Team determination that student requires additional support for all or part of the day to meet his or her IEP goals.	X			30 EC Section 56364
350	<b>Individual and small group instruction:</b> Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program	X			5 CCR Section 3051; 30 EC Section 56441.2
415	<b>Language and speech:</b> Language and speech services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic or cultural factors are not included. Services include; specialized instruction and services; monitoring, reviewing, and consultation. They may be direct or indirect including the use of a speech consultant.	X			5 CCR Section 3051.1; 30 EC Section 56363; 34 CFR sections 300.34 (c)(15), 300.8 (c)(11)

# CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

Special Education Division

California Department of Education  
Form ASP-01a (rev 10/08)

SERVICE DESCRIPTIONS  
SELPA Kings County (1600)

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
425	<b>Adapted physical education:</b> Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports and rhythms, for strength development and fitness, suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program.	X			5 CCR Section 3051.5; 30 EC Section 56363; 34 CFR sections 300.108, 300.39 (b)(2)
435	<b>Health and nursing – specialized physical health care services:</b> Specialized physical health care services means those health services prescribed by the child's licensed physician and surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (5 CCR Section 3051.12(b)). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration and glucose testing.	X			5 CCR Sections 3051.12; 30 EC Section 56363; 34 CFR sections 300.107; CEC 49423.5(d)
436	<b>Health and nursing – other services:</b> This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals and maintaining communication with agencies and health care providers. These services do not include any physician-supervised or specialized health care service. IEP-required health and nursing services are expected to supplement the regular health services program.	X			5 CCR Section 3051.12; 30 EC Section 56363; 34 CFR Section 300.107

Services will be provided in the school of attendance unless otherwise determined by the IEP team.  
An Annual Service Location Report based on these codes may be generated using CASEMIS and available at the district office by March 31.

CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)  
SERVICE DESCRIPTIONS  
SELPA Kings County (1600)

Special Education Division

California Department of Education  
Form ASP-01a (rev 10/08)

186/381

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
445	<b>Assistive technology services:</b> Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers.	<b>X</b>			5 CCR Section 3051.16; 30 EC Section 56363; 34 CFR sections 300.6, 300.105
450	<b>Occupational therapy:</b> Occupational Therapy (OT) includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities. Both direct and indirect services may be provided within the classroom, other educational settings or the home; in a group or on an individual basis; and may include therapeutic techniques to develop abilities; adaptations to the student's environment or curriculum; and consultation and collaboration with other staff and parents. Services are provided, pursuant to an IEP, by a qualified occupational therapist registered with the American Occupational Therapy Certification Board.	<b>X</b>			5 CCR Section 3051.6; 30 EC Section 56363; 34 CFR Section 300.34 (c)(6)
460	<b>Physical therapy:</b> These services are provided, pursuant to an IEP, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home; and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents.	<b>X</b>			5 CCR Section 3051.6; 30 EC Section 56363; 34 CFR Section 300.34 (c)(9); B&PC Ch. 5.7, Sec. 2600-2696; GC-Interagency Agreement Ch. 26.5, 7575(a)(2)

Services will be provided in the school of attendance unless otherwise determined by the IEP team.  
An Annual Service Location Report based on these codes may be generated using CASEMIS and available at the district office by March 31.

CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

SERVICE DESCRIPTIONS

SELPA Kings County (1600)

Special Education Division

California Department of Education  
Form ASP-01a (rev 10/08)

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
510	<b>Individual counseling:</b> One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program.	X			5 CCR Section 3051.9; 34 CFR Section 300.34(c)(2)
515	<b>Counseling and guidance:</b> Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. IEP-required group counseling is expected to supplement the regular guidance and counseling program. Guidance services include interpersonal, intrapersonal or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program.	X			5 CCR Section 3051.9; 34 CFR sections 300.24, (b)(2), 300.306; 5 CCR Section 3051.9
520	<b>Parent counseling:</b> Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs; may include parenting skills or other pertinent issues. IEP-required parent counseling is expected to supplement the regular guidance and counseling program.			X	5 CCR Section 3051.11; 34 CFR Section 300.34(c)(8)

CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

SERVICE DESCRIPTIONS

SELPA Kings County (1600)

Special Education Division

California Department of Education  
Form ASP-01a (rev 10/08)

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CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted/Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
525	<b>Social work services:</b> Social Work services, provided pursuant to an IEP by a qualified individual, includes, but are not limited to, preparing a social or developmental history of a child with a disability; group and individual counseling with the child and family; working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program.	X		5 CCR Section 3051.13; 34 CFR Section 300.34(c)(14)
530	<b>Psychological services:</b> These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results to parents and staff in implementing the IEP; obtaining and interpreting information about child behavior and conditions related to learning; planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. IEP-required psychological services are expected to supplement the regular guidance and counseling program.	X		5 CCR Section 3051.10; 34 CFR Section 300.34 (c)(10)
535	<b>Behavior intervention services:</b> A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment.	X		5 CCR Section 3001(d); 34 CFR Section 300.34 (c)(10)
540	<b>Day treatment services:</b> Structured education, training and support services to address the student's mental health needs.		X	Health & Safety Code, Div. 2, Chap. 3, Article 1, Section 1502(a)
545	<b>Residential treatment services:</b> A 24-hour out-of-home placement that provides intensive therapeutic services to support the educational program.		X	Welfare and Institutions Code, Part 2, Chapter 2.5, Article 1, Section 5671

Services will be provided in the school of attendance unless otherwise determined by the IEP team.

An Annual Service Location Report based on these codes may be generated using CASEMIS and available at the district office by March 31.



# CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

Special Education Division

## SERVICE DESCRIPTIONS

SELPA Kings County (1600)

California Department of Education  
Form ASP-01a (rev 10/08)

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
610	<b>Specialized services for low incidence disabilities:</b> Low incidence services are defined as those provided to the student population of orthopedically impaired (OI), visually impaired (VI), deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or the itinerant teacher/specialist. Consultation is provided to the teacher, staff and parents as needed. These services must be clearly written in the student's IEP, including frequency and duration of the services to the	X			5 CCR sections 3051.16, 3051.18; 34 CFR Section 300.34
710	<b>Specialized deaf and hard of hearing services:</b> These services include speech therapy, speech reading, auditory training and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel may also be included.	X			5 CCR sections 3051.16, 3051.18; 34 CFR Section 300.34
715	<b>Interpreter services:</b> Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter. This includes conveying information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student.	X			5 CCR Section 3051.16; 34 CFR Section 300.34 (c)(4)
720	<b>Audiological services:</b> These services include measurements of acuity, monitoring amplification, and Frequency Modulation system use. Consultation services with teachers, parents or speech pathologists must be identified in the IEP as to reason, frequency and duration of contact; infrequent contact is considered assistance and would not be included.			X	5 CCR Section 3051.2; 34 CFR Section 300.34 (c)(1)

Services will be provided in the school of attendance unless otherwise determined by the IEP team.

An Annual Service Location Report based on these codes may be generated using CASEMIS and available at the district office by March 31.

# CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

## SERVICE DESCRIPTIONS

SELPA Kings County (1600)

Special Education Division

California Department of Education  
Form ASP-01a (rev 10/08)

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
725	<b>Specialized vision services:</b> This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs -- including Braille, large type, aural media; instruction in areas of need; concept development and academic skills; communication skills (including alternative modes of reading and writing); social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students (such as transcribers, readers, counselors, orientation & mobility specialists, career/vocational staff, and others) and collaboration with the student's classroom teacher.	X			5 CCR Section 3030(d); 30 EC Section 56364.1
730	<b>Orientation and mobility:</b> Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an IEP.	X			5 CCR Section 3051.3; 30 EC Section 56363; 34 CFR Section 300.34 (c)(7)
735	<b>Braille transcription:</b> Any transcription services to convert materials from print to Braille. It may include textbooks, tests, worksheets, or anything necessary for instruction. The transcriber should be qualified in English Braille as well as Nemeth Code (mathematics) and be certified by appropriate agency.	X			5 CCR Section 3051.16; 30 EC Section 56363; 34 CFR Section 300.8 (c)(13)
740	<b>Specialized orthopedic services:</b> Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment.			X	5 CCR sections 3030(e), 3051.16; 30 EC Section 56363; 34 CFR Section 300.8 (c)(8)
745	<b>Reading Services</b>			X	5 CCR Section 3051.16

Services will be provided in the school of attendance unless otherwise determined by the IEP team.

An Annual Service Location Report based on these codes may be generated using CASEMIS and available at the district office by March 31.

# CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

Special Education Division

## SERVICE DESCRIPTIONS SELPA Kings County (1600)

California Department of Education  
Form ASP-01a (rev 10/08)

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
750	<b>Note taking services:</b> Any specialized assistance given to the student for the purpose of taking notes when the student is unable to do so independently. This may include, but is not limited to, copies of notes taken by another student, transcription of tape-recorded information from a class, or aide designated to take notes. This does not include instruction in the process of learning how to take notes.			X	5 CCR Section 3051.16
755	<b>Transcription Services</b> Any transcription service to convert materials from print to a mode of communication suitable for the student. This may also include dictation services as it may pertain to textbooks, tests, worksheets, or anything necessary for instruction.			X	5 CCR Section 3051.16
760	<b>Recreation services, includes therapeutic recreation</b> and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities, and when possible and appropriate, facilitate the pupil's integration into general recreation programs.			X	5 CCR Section 3051.15; 34 CFR Section 300.34 (c)(11)
820	<b>College Awareness</b> College awareness is the result of acts that promote and increase student learning about higher education opportunities, information and options that are available including, but not limited to career planning, course prerequisites, admission eligibility and financial aid.	X			34 CFR sections 300.39 (b)(5), 300.43
830	<b>Vocational assessment, counseling, guidance, and career assessment:</b> Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions.	X			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43

# CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

## SERVICE DESCRIPTIONS

SELPA Kings County (1600)

Special Education Division

California Department of Education  
Form ASP-01a (rev 10/08)

192/381

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
840	<b>Career awareness:</b> Transition services include a provision for in paragraph (1)(c)(vi), self-advocacy, career planning, and career guidance. This comment also emphasized the need for coordination between this provision and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds.	X			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
850	<b>Work experience education:</b> Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.	X			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
855	<b>Job Coaching</b> Job coaching is a service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance.	X			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
860	<b>Mentoring:</b> Mentoring is a sustained coaching relationship between a student and teacher through on-going involvement and offers support, guidance, encouragement and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal as in planned, structured instruction or informal that occurs naturally through friendship, counseling and collegiality in a casual, unplanned way.	X			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
865	<b>Agency linkages (referral and placement):</b> Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as title I of the Rehabilitation Act of 1973 (vocational rehabilitation), title XIX of the Social Security Act (Medicaid), and title XVI of the Social Security Act (supplemental security income).	X			30 EC Section 56341.5 (f); 34 CFR Section 300.344 (3)(b)

Services will be provided in the school of attendance unless otherwise determined by the IEP team.

An Annual Service Location Report based on these codes may be generated using CASEMIS and available at the district office by March 31.

# CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

## SERVICE DESCRIPTIONS SELPA Kings County (1600)

Special Education Division

California Department of Education  
Form ASP-01a (rev 10/08)

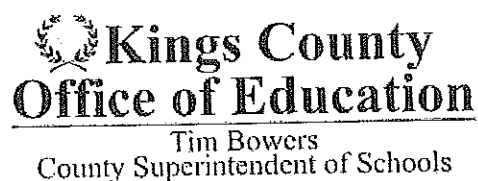
CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
870	<b>Travel Training (includes mobility training)</b>	<b>X</b>			5 CCR Section 3051.3; 34 CFR sections 300.39 (b)(4)
890	<b>Other transition services:</b> These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and post-secondary agencies.	<b>X</b>			
900	<b>Other special education/related services:</b> Any other specialized service required for a student with a disability to receive educational benefit.	<b>X</b>			

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# Customized Service Descriptions

Special Education Local Plan Area:

California Department of Education Form ASP-01b (rev March 2016)		Special Education Division			
CASEMIS Code	Special Education Service Category Descriptions Birth-21 Years	Compliance Standard (Legal Requirement)	For CDE Use Only		Findings/ Comments
			Compliance	Meets Compliance	
			Has the Special Education Local Plan Area (SELPA) included: - Name of service? - Description of service? - How service provided?		
		<b>S - 5</b>			



## **NOTICE OF PUBLIC HEARING**

The Kings County SELPA Governance Council Hereby  
Gives Notice that a Public Hearing will be held as follows:

**TOPIC OF HEARING:**

**Annual Budget Plan and Service Plan for 2016-2017**

Copies of these Plans may be inspected at:

Kings County Office of Education  
SELPA Office  
443 Greenfield Ave.  
Hanford, CA 93230

After the Public Hearing, the Annual Budget Plan and Service Plan for  
2016-2017 will be adopted for the Kings County SELPA

**HEARING DATE: May 2, 2106**

**TIME: 10:00 a.m.**

**LOCATION: Kings County Office of Education  
1144 W. Lacey Blvd.  
Hanford, CA 93230**

**FOR ADDITIONAL INFORMATION CONTACT:**

Nancy Damm, SELPA Director  
Kings County SELPA  
(559)589-2504

SELPA: 1600 Kings County SELPA

LEA: Districts listed below

**ANNUAL SERVICE PLAN (001) June 2016**

Location			330	340	415	425	435	436	445	450	460	510	515
A. The services listed in the boxes to the right (→) are available at <u>all</u> schools in the LEA.			520	530	535	545	610	710	715	720	725	730	735
			740	750	755	760	900						
B. List all physical locations where services are provided in the LEA. Also, list any other services that are provided and not listed in Box A (above).													
School Code	School Type	District	Site Name		CASEMIS Codes								
6010276	10	Armona	Armona Elementary										
6010284	10	Union	Parkview Middle School										
0101717	55	Elementary	Crossroads Charter		820	830	840	850	855				
					860	865	870	890					
6010292	10	Central	Akers Elementary										
6010300	10	Union	Central Elementary										
6010318	10	Elementary	Neutra Elementary										
6010326	10		Stratford Elementary										
1632207	10	Corcoran Joint Unified	Corcoran High		820	830	840	850	855				
					860	865	870	890					
6010334	10		Bret Harte Elementary										
6010342	10		Fremont (John C.) Elementary										
6010359	10		John Muir Middle School										
6010367	10		Mark Twain Elementary										
1632140	20		Kings Lake Education Center		820	830	840	850	855				
					860	865	870	890					
0110858	24		Corcoran Academy		820	830	840	850	855				
					860	865	870	890					
1630177	31		Corcoran Unified Community School		820	830	840	850	855				
					860	865	870	890					

Please ensure that the following are included on this form:

10 – Public Day School	11 – Public Residential School
15 – Special Education Center/Facility	19 – Other Public School/Facilities
20 – Continuation School	22 – Alternative Work Education Center/Work Study Program
24 – Independent Study	31 – Community School
55 – Charter School (operated <b>BY</b> an LEA/District/COE)	56 – Charter School (operated <b>AS</b> an LEA)
62 – Child Dev or Child Care Facility	



SELPA: 1600 Kings County SELPA

LEA: Districts listed below

**Annual Service Report (001) June 2016**

Location		330	340	415	425	435	436	445	450	460	510	515
A. The services listed in the boxes to the right (→) are available at <u>all</u> schools in the LEA.		520	525	530	535	545	610	710	715	720	725	730
		735	740	750	755	760	900					
B. List all physical locations where services are provided in the LEA. Also, list any other services that are provided and not listed in Box A (above).												
School Code	School Type	District	Site Name	CASEMIS Codes								
1663891	55		Ca Pacific Charter Schools-Central Ca	820	830	840	850	855				
				860	865	870	890					
0110981	10	Hanford Elementary	Hamilton Elementary									
6010409	10		Richmond (Lee) Elementary									
6010391	10		Jefferson Charter Academy									
6010417	10		Lincoln Elementary									
6010425	10		Monroe Elementary									
6010433	10		Roosevelt Elementary									
6010458	10		Wilson (Woodrow) Junior High									
6108815	10		Washington (George) Elementary									
6112379	10		Kennedy (John F.) Junior High									
6113609	10		King (Martin Luther, Jr.) Elementary									
6118798	10		Joseph M. Simas									
6118459	31		Hanford Elementary Community Day									

Please ensure that the following are included on this form:

10 -- Public Day School	11 -- Public Residential School
15 -- Special Education Center/Facility	19 - Other Public School/Facilities
20 -- Continuation School	22 -- Alternative Work Education Center/Work Study Program
24 -- Independent Study	31 -- Community School
55 -- Charter School (operated <b>BY</b> an LEA/District/COE)	56 -- Charter School (operated <b>AS</b> an LEA)
62 -- Child Dev or Child Care Facility	

SELPA: 1600 Kings County SELPA

LEA: Districts listed below

**Annual Service Report (001) June 2016**

Location			330	340	415	425	435	436	445	450	460	510	515
A. The services listed in the boxes to the right (→) are available at <u>all</u> schools in the LEA.			520	525	530	535	545	610	710	715	720	725	730
			735	740	750	755	760	900					
B. List all physical locations where services are provided in the LEA. Also, list any other services that are provided and not listed in Box A (above).													
School Code	School Type	District	Site Name		CASEMIS Codes								
1630169	10	Hanford Joint Union High	Hanford West High	820	830	840	850	855					
				860	865	870	890						
0118919	10		Sierra Pacific High	820	830	840	850	855					
				860	865	870	890						
1634401	10		Hanford High	820	830	840	850	855					
				860	865	870	890						
1634245	20		Johnson (Earl F.) High (Cont)	820	830	840	850	855					
				860	865	870	890						
				860	865	870	890						
1630169	24		Hanford West High	820	830	840	850	855					
				860	865	870	890						
0118919	24		Sierra Pacific High	820	830	840	850	855					
				860	865	870	890						
1634401	24		Hanford High	820	830	840	850	855					
				860	865	870	890						
1634245	31		Johnson (Earl F.) High (cont)	820	830	840	850	855					
		860		865	870	890							
6010466	56	Island Union Elementary	Island Elementary										
6010474	56	Kings River-Hardwick Union Elementary	Kings River-Hardwick										

Please ensure that the following are included on this form:

10 – Public Day School	11 – Public Residential School
15 – Special Education Center/Facility	19 – Other Public School/Facilities
20 – Continuation School	22 – Alternative Work Education Center/Work Study Program
24 – Independent Study	31 – Community School
55 – Charter School (operated <b>BY</b> an LEA/District/COE)	56 – Charter School (operated <b>AS</b> an LEA)
62 – Child Dev or Child Care Facility	

**SELPA: 1600 Kings County SELPA**

**LEA: Districts listed below**

**Annual Service Report (001) June 2016**

Location			330	340	415	425	435	436	445	450	460	510	515
A. The services listed in the boxes to the right (→) are available at <u>all</u> schools in the LEA.			520	525	530	535	545	610	710	715	720	725	730
			735	740	750	755	760	900					
B. List all physical locations where services are provided in the LEA. Also, list any other services that are provided and not listed in Box A (above).													
School Code	School Type	District	Site Name						CASEMIS Codes				
6010482	10	Kit Carson Union Elementary	Kit Carson Elementary										
6113120	55		Mid Valley Altern. Charter										
0132860	55		Kings Valley Academy										
6010508	10	Lakeside Union Elementary	Lakeside Elementary										
6010532	10	Lemoore Union Elementary	Meadow Lane Elementary										
6066666	10		Engvall (P.W.) Elementary										
6069140	10		Lemoore Elementary										
6111934	10		Liberty Middle										
6118590	10		Cinnamon Elementary										
0128702	31		Bridges Academy										
0100156	55		Lemoore University Elementary Charter										
6010557	56		Pioneer Union Elementary	Pioneer Elementary									
0116699	56	Frontier Elementary											
6110233	56	Pioneer Middle											

Please ensure that the following are included on this form:

10 – Public Day School	11 – Public Residential School
15 – Special Education Center/Facility	19 – Other Public School/Facilities
20 – Continuation School	22 – Alternative Work Education Center/Work Study Program
24 – Independent Study	31 – Community School
55 – Charter School (operated <b>BY</b> an LEA/District/COE)	56 – Charter School (operated <b>AS</b> an LEA)
62 – Child Dev or Child Care Facility	

SELPA: 1600 Kings County SELPA

LEA: Districts listed below

**Annual Service Report (001) 2016**

Location												
The services listed in the boxes to the right are available at <u>all</u> schools in the LEA.		330	340	415	425	435	436	445	450	460	510	515
		520	525	530	535	540	545	610	710	715	720	725
		730	735	740	745	750	755	760	900			
List all physical locations where services are provided in the LEA. Also, list any other services that are provided and not listed in the box above.												
School Code	School Type	District	Site Name	CASEMIS Codes								
1635606	10	Lemoore Union High School	Lemoore High School	820	830	840	850	855				
				860	865	870	890					
1630011	20		Jamison High Continuation	820	830	840	850	855				
				860	865	870	890					
1630953	10	Reef Sunset Unified	Avenal High	820	830	840	850	855				
				860	865	870	890					
6010565	10		Avenal Elementary									
6010573	10		Kettleman City Elementary									
6109888	10		Reef Sunset Middle									
6118566	10		Tamarack Elementary									
1630078	20		Sunrise High (Continuation)	820	830	840	850	855				
			860	865	870	890						
6116966	31		Reef Sunset Elementary Community Day									

Please ensure that the following are included on this form:

10 – Public Day School	11 – Public Residential School
15 – Special Education Center/Facility	19 – Other Public School/Facilities
20 – Continuation School	22 – Alternative Work Education Center/Work Study Program
24 – Independent Study	31 – Community School
55 – Charter School (operated <b>BY</b> an LEA/District/COE)	56 – Charter School (operated <b>AS</b> an LEA)
62 – Child Dev or Child Care Facility	

SELPA: 1600 Kings County SELPA

LEA: Districts listed below

Annual Service Report (001) June 2016

Location												
The services listed in the boxes to the right are available at <u>all</u> schools in the LEA.		330	340	415	425	435	436	445	450	460	510	515
		520	525	530	535	540	545	610	710	715	720	725
		730	735	740	745	750	755	760	900			
List all physical locations where services are provided in the LEA. Also, list any other services that are provided and not listed in the box above.												
School Code	School Type	District	Site Name	CASEMIS Codes								
6010276	10	Kings County Office of Education	Armona Elementary									
6010326	10		Stratford Elementary									
1632207	10		Corcoran High	820	830	840	850	855				
				860	865	870	890					
6010342	10		Fremont Elementary									
6112379	10		Kennedy (John F.) Junior High									
6113609	10		King (Martin Luther, Jr.) Elementary									
6010433	10		Roosevelt Elementary									
1634401	10		Hanford High	820	830	840	850	855				
				860	865	870	890					
1630169	10		Hanford West High	820	830	840	850	855				
				860	865	870	890					
6069140	10		Lemoore Elementary									
6111934	10		Liberty Middle									
6010508	10		Lakeside Elementary									
1635606	10		Lemoore High	820	830	840	850	855				
				860	865	870	890					
6069298	15		Kings County Special Education	820	830	840	850	855				
				860	865	870	890					
1630193	31		Kings Community School	820	830	840	850	855				
		860		865	870	890						
6010557	55	Pioneer Elementary										

Please ensure that the following are included on this form:

10 – Public Day School	11 – Public Residential School
15 – Special Education Center/Facility	19 – Other Public School/Facilities
20 – Continuation School	22 – Alternative Work Education Center/Work Study Program
24 – Independent Study	31 – Community School
55 – Charter School (operated <b>BY</b> an LEA/District/COE)	56 – Charter School (operated <b>AS</b> an LEA)
62 – Child Dev or Child Care Facility	

SELPA: 1600 Kings County SELPA

LEA: Districts Listed Below

**Other Facilities Services (002) 2016**

Location											
A. The services listed in the boxes to the right (→) are available at <u>all</u> schools in the LEA.			330	340	415	425	435	436	445	450	460
			520	530	535	545	610	710	715	720	735
			740	750	755	760	820	830	840	850	855
			860	865	870	890	900				
List all physical locations where services are provided in the LEA. Also, list any other services that are provided and not listed in box A above.											
District Code	District	Site Name	Type of Facility (see below)								
1610165	Kings County Schools	Kings County Special Education	40								
		J. C. Montgomery	30								
1663891	Corcoran Joint Unified	1632207 Corcoran High	40								
		1632140 Kings Lake Education Center	51								
1663925	Hanford Joint Union High School	0118919 Sierra Pacific High	40								
		1630169 Hanford West	40								
		1634401 Hanford High	40								
		1634302 Hanford Adult High	51								
1673932	Lemoore Union High	1635606	40								
1673932	Reef Sunset Unified	6109888 Reef Sunset Middle	40								
		1630136 Reef Sunset Adult High	51								

Use these codes to identify the type of facility providing services to students ages 6-22:

30 Juvenile court School	32 Correctional Institution or Incarceration Facility
40 Home Instruction	45 Hospital Facility
50 Community College	51 Adult Education Program
70 Non Public Day School	71/72 Non Public Residential School

SELPA: 1600 Kings County SELPA

LEA:

**Other Facilities Services (002) 2016**

Location											
A. The services listed in the boxes to the right (→) are available at <u>all</u> schools in the LEA.		330									
B. List all physical locations where services are provided in the LEA, also, list any other services that are provided and not listed in Box A above.											
Site Name	District	Type of Facility (see below)									
County Jail ***school code not found***	1663891 Corcoran Joint Unified	32									
	1663925 Hanford Joint Union High School										
	1673932 Lemoore Union High										
	1673932										
	Reef Sunset Unified										

Use these codes to identify the type of facility providing services to students ages 6-22:

30 Juvenile court School	32 Correctional Institution or Incarceration Facility
40 Home Instruction	45 Hospital Facility
50 Community College	51 Adult Education Program
70 Non Public Day School	71/72 Non Public Residential School
79 Nonpublic Agency	

LEA: 1610165 Kings County Schools

### Infant Services (003) 2016

[illegible]

Use these codes to identify the type of facility where Infant Services (ages 0-3) are provided:

00 – No School (Ages –5 only)	10 – Public Day School
11 – Public Residential School	19 – Other Public School / Facilities
40 – Home	45 – Hospital Facility
62 – Child Development or Child Care Facility	65 – Extended Day Care



SELPA: 1600 Kings County SELPA

LEA: 1610165 Kings County Schools

**Pre-School Services (004) 2016**

Location										
A. The services listed in the boxes to the right (→) are available at <u>all</u> schools in the LEA.	330	340	350	415	425	435	436	445	450	
	460	510	520	530	535	610	710	715	720	
	725	730	740	790	900	210	240	250		
List all physical locations where services are provided in the LEA. Also, list any other services that are provided and not listed in box A above.										
Site Name	Type of Facility (see below)									
Parenth *** Sch Code	00									
Not Found ***										
0110981 Hamilton Elementary	10									
6010276 Armona Elementary	10									
6010300 Central Elementary	10									
6010318 Neutra Elementary	10									
6010326 Stratford Elementary	10									
6010334 Bret Harte Elementary	10									
6010342 Fremont (John C.) Elementary	10									
6010417 Lincoln Elementary	10									
6010425 Monroe Elementary	10									
6010433 Roosevelt Elementary	10									
6010482 Kit Carson Elementary	10									
6010508 Lakeside	10									
6010532 Meadow Lane	10									

Use these codes to identify the type of facility where Preschool Services (ages 3-5) are provided:

40 – Home Instruction	10 – Public Day School
61 – Head Start Program	45 – Hospital Facility
63 – State Pre-School Program	64 – Private Preschool
65 – Extended Day Care Program	62 – Child Development or Child Care Facility
00 – No School	00 – No School (ages 0 – 5)

SELPA: 1600 Kings County SELPA

LEA: 1610165 Kings County Schools

Pre-School (004) 2016

Location										
A. The services listed in the boxes to the right (→) are available at <u>all</u> schools in the LEA.	330	340	350	415	425	435	436	445	450	
	460	510	520	530	535	610	710	715	720	
	725	730	740	755	900					
B. List all physical locations where services are provided in the LEA. Also, list any other services that are provided and not listed in box A above.										
Site Name	Type of Facility (see below)									
6010565 Avenal Elementary	10									
6066666 Engvall (PW) Elementary	10									
6069240 Lemoore Elementary	10									
6108815 Washington (George) Elementary	10									
6113609 King (Martin Luther, Jr.) Elementary	10									
6118566 Tamarack Elementary	10									
6118590 Cinnamon Elementary	10									
6118798 Joseph M Simas Elementary	10									
Prestic *** Sch Code not Found***	10									

Use these codes to identify the type of facility where Infant Services (ages 0-3) are provided:

40 – Home Instruction	10 – Public Day School
61 – Head Start Program	45 – Hospital Facility
63 – State Pre-School Program	64 – Private Preschool
65 – Extended Day Care Program	62 – Child Development or Child Care Facility
00 – No School	

SELPA: 1600 Kings County SELPA

LEA: 1610165 Kings County Schools

Pre-School (004) 2015

Location									
B. The services listed in the boxes to the right (→) are available at <u>all</u> schools in the LEA.	330	340	350	415	425	435	436	44 5	450
	460	510	520	530	535	610	710	715	720
	725	730	740	755	900				
C. List all physical locations where services are provided in the LEA. Also, list any other services that are provided and not listed in box A above.									
Site Name	Type of Facility (see below)								
NONINTE ***School Code Not Found***	10								
PARENTH ***School Code Not Found***	10								
PARENTH ***Sch Code Not Found***	19								
OASISLC ***School Code Not Found***	61								
CLAYCTR ***School Code Not Found***	61								
CORCORA ***School Code Not Found***	61								
GENERASH ***School Code Not Found***	61								
HOMEGAR ***School Code Not Found***	61								
KETTLEM ***School Code Not Found***	61								
LYNDONB ***School Code Not Found***	61								
OASISLC ***School Code Not Found***	61								
PARENTH ***School Code Not Found***	61								
PRESTON ***School Code Not Found***	61								
ROSAPAR ***School Code Not Found***	61								
KRHPRES ***School Code Not Found***	62								

Use these codes to identify the type of facility where Infant Services (ages 0-3) are provided:

40 -- Home Instruction	10 -- Public Day School
61 -- Head Start Program	45 -- Hospital Facility
63 -- State Pre-School Program	64 -- Private Preschool
65 -- Extended Day Care Program	62 -- Child Development or Child Care Facility
00 -- No School	19 Other Public School/Facilities

SELPA: 1600 Kings County SELPA

LEA: 1610165 Kings County Schools

Pre-School (004) 2015

Location										
C. The services listed in the boxes to the right (→) are available at <u>all</u> schools in the LEA.	330	340	350	415	425	435	436	445	450	
	460	510	520	530	535	610	710	715	720	
	725	730	740	755	900					
D. List all physical locations where services are provided in the LEA. Also, list any other services that are provided and not listed in box A above.										
Site Name	Type of Facility (see below)									
16 Prtme *** School Code Not Found***	62									
NASLCDC ***School Code Not Found***	62									
PARENTH ***School Code Not Found***	62									
PIOPRIV ***School Code Not Found***	62									
PRESTLC ***School Code Not Found***	62									
WHCPRS ***School Code Not Found***	62									
6118566 Tamarack Elementary	63									
AKERSPS ***School Code Not Found***	63									
KCSTAPS ***School Code Not Found***	63									
KITCARS ***School Code Not Found***	63									
REEFPRE ***School Code Not Found***	63									
RICHMPS ***School Code Not Found***	63									
STRATPS ***School Code Not Found***	63									
EDUKIDS ***Sch Code Not Found***	63									
CENTRPS *** Sch Code not Found***	63									
6970768 ***School Code not Found***	64									

Use these codes to identify the type of facility where Infant Services (ages 0-3) are provided:

40 – Home Instruction	10 – Public Day School
61 – Head Start Program	45 – Hospital Facility
63 – State Pre-School Program	64 – Private Preschool
65 – Extended Day Care Program	62 – Child Development or Child Care Facility
00 – No School	

## **State Requirements**

### **CHARTER SCHOOLS**

This policy applies to all charter schools that are chartered by Kings County Special Education Local Plan Area (SELPA) member districts or the Kings County Office of Education (KCOE) or granted a charter on appeal by the Kings County Board of Education or the State Board of Education in which oversight responsibilities have been assigned to a district within the SELPA. This policy does not extend to a charter school that was chartered by, or assigned to, an entity that is not a member of the SELPA.

All students enrolled in charter schools are entitled to special education services provided in the same manner to students enrolled in other public schools. Charter schools within the SELPA shall comply with all requirements of state and federal law regarding provision of special education services (Ed Code 56000 et seq., Individuals with Disabilities Education Act 20 USC Chapter 1400). A charter school shall not discriminate against any pupil in its admission criteria on the basis of disability. Students enrolled in charter schools chartered by member entities shall receive the same services as students enrolled in other public schools within the SELPA. Funding for special education services, participation in governance structures and responsibility for provision of services shall be based on the categorization of the charter school.

Charter schools must delineate in their petition or a memorandum of understanding (MOU) the entity responsible for providing special education instruction and services.

## State Requirements

### CHILD FIND

The SELPA actively seeks out children, ages 0-21 years, who may be in need of special education services, including children in private, including religious, schools; highly mobile individuals with exceptional needs, such as children who are migrant or homeless; children who are advancing from grade to grade even though they are suspected of being an individual with exceptional needs and in need of special education and related services; and children who are wards of the state, and seeks out students who have disabilities and are in need of special education and related services residing in the jurisdiction of the district, special education local plan area, or county office. For more information regarding parentally placed private school children, please see the Private School policy.

Announcements of special education services available in Kings County shall be made known to the public through information provided to parents of enrolled students and community service providers. Public notices are provided in English and Spanish, the primary languages of families in the community. Parents and service providers are also encouraged to inform their friends and neighbors of the availability of evaluations and special education services.

In addition to the local newspaper announcement, the Kings County SELPA sends to each private school annually a notice regarding the process for referring children with suspected disabilities for evaluation. The private schools are encouraged to send this notice to parents of children enrolled in their schools. Parents and/or private school representatives refer children for special education evaluation through their local school districts as appropriate.

In Kings County, Child Find procedures for children birth to age 3 are coordinated between lead agencies, the Central Valley Regional Center and the Kings County Office of Education, with contacts available at agencies such as the health department, social services, United Cerebral Palsy, (UCP), and the Family Resource Center. Children referred for assessment and services are mutually referred to the lead agencies. If a child has not yet reached his third birthday, the referral is faxed to Central Valley Regional Center.

Written policies and procedures for a continuous child find system include the following activities: identification, screening, referral, evaluation, planning, implementation, review, and the three-year reevaluation. Parents, schools, and several agencies may contact a school district or the County Office of Education to make a referral for assessment (standard form)

The SELPA uses a systematic process for referring potential students for special education evaluation that is coordinated with school site procedures. \*Each Local Education Agency (LEA) shall identify one person to receive the child find referral. The responsible LEA personnel shall within 15 days work with school site staff to develop an assessment plan, as needed, and notify the parent. All referrals for special education and related services are documented and filed by the LEA. Referrals for preschool children not kindergarten eligible are faxed for processing to the district of residence office and the Kings County Office of Education Special Services Office if it is providing any assessment services. A copy of the Child Find Referral is sent to the SELPA Office for monitoring compliance with state and federal laws.

School site staff considers the resources of the regular education program and when appropriate utilize the resources. There is documentation of these attempts to modify the regular instructional program prior to referral for special education services.

**State Requirements**  
**CHILD FIND**

When a verbal referral is made, staff of the district offers assistance to the individual in making a request in writing and assist the individual if a request is made for assistance. The SELPA provides parents with a written notice that their child is being referred to determine eligibility for special education and the reason for the referral.

**State Requirements**  
**COMMUNITY ADVISORY COMMITTEE**

The SELPA has established a Community Advisory Committee (CAC) for special education. The CAC bylaws state the purpose of the organization, officers of the committee, standing committees, composition, and terms of appointment, attendance and dismissal. CAC procedures are outlined in Local Policies and Procedure section.



## State Requirements

### CONFIDENTIALITY

#### 1. Confidentiality

All information that specifically relates to a child's exceptional needs and/or family is to be kept confidential. Such information is to be shared only with other professionals as they need to know in order to effectively meet the student's educational needs. Any sharing of information outside the school system requires written consent from the parent, with the exception of transference of records.

Personally identifiable information includes, but is not limited to

- the name of a child, a child's parents, or other family member;
- the address of a child; and/or
- a personal identifier such as social security number, CSIS number, list of personal characteristics, or other information that would make it possible to identify a child with reasonable certainty.

All special educational records are to be maintained in a locked filing cabinet.

It is recommended that special education records not be placed in a cumulative folder; however, a reference to a child's having a Special Education file should be noted in the cumulative folder. Special education health records, other than state-required vision and hearing screenings and immunizations, are also considered confidential and should be handled in the same manner.

#### 2. Release of Information for Special Education Students

It is recommended that all forms used to request a release of information for students receiving special education be compliant with the requirements of the Health Insurance Portability and Accountability Act (HIPAA).

#### 3. Routine Access

At least annually, each school district's superintendent designee will prepare a list for the superintendent's approval of employees who have routine access to confidential records. The routine access list is posted on or near file storage. Such persons are not required to sign the access log, which is to be located in the front of each special education file. Such employees do not need to be designated as "confidential employees," but are trained in confidentiality procedures by district staff.

#### 4. Special Education Records

It is recommended that all students receiving special education services shall have a complete confidential file located in a centralized location. These records shall contain psychological, speech/language, medical, and academic reports, as well as all other appropriate confidential information. These records shall have a Confidential Access Log, which is to be signed by all persons or agencies not listed on the superintendent's routine access form. These records shall also have a conversation log included in the files. Only persons with official business may enter into a student's confidential file. Any other person or agency requesting access to a student's confidential records must have written permission from the parent/guardian.

Each school site may maintain a student file for each student currently being served. This file includes a confidential access log, contact log, copies of student work, copies of Individualized Education Program documents and other appropriate forms, and teacher working notes. These files must be treated as confidential files in accordance with these procedures.

#### 5. Amendment of Records

A parent who believes that information in the education records collected, maintained, or used under this part is inaccurate or misleading or violates the privacy or other rights of the child may request the participating agency that maintains the information to amend the information. The agency must decide whether to amend the information in accordance with request within a reasonable period of time of receipt of the request. If the agency decides to refuse to amend the information in accordance with the request, it must inform the parent of the refusal and advise the parent of the right to a hearing.

#### 6. Contact Log

**State Requirements**  
**CONFIDENTIALITY**

Each special education file should have a contact log in the front of the folder. This log is used to document pertinent contacts as well as to document attempts to contact parents regarding a special education student.

**State Requirements****COORDINATION WITH OTHER AGENCIES**

All special education and related services determined by the Individualized Education Program (IEP) team to be necessary for a student to benefit from education shall be listed on the IEP. A district shall assure that each student with a disability is provided services in accordance with his/her IEP, regardless of which agency or contractor provides the services. If an agency fails to provide the service, the LEA will become the service provider.

**DETERMINATION OF ELIGIBILITY OR PROVISION OF SERVICES FROM OTHER AGENCIES**

A determination that a student is in need of a service shall be based on appropriate educational assessment(s). When the IEP team has determined and included on an IEP a statement that a student is in need of a service provided by another agency, the district or agencies shall provide or pay for the service(s). The district is solely responsible for obtaining all services and service providers needed to implement the IEP. The district shall monitor the statutory timelines to ensure that services are provided without delays.

**State Requirement****DATA/INFORMATION ON NUMBER OF PUPILS PROVIDED SPECIAL  
EDUCATION/RELATED SERVICE**

A management information system (MIS) will be maintained by the SELPA that contains current information for all students in Kings County being provided special education and/or related services, including the number of enrolled individuals with exceptional needs receiving each type of service provided. In addition, the system will maintain the number of students receiving special education services participating in the regular school and district assessments and the number participating in an alternate assessment process. This information is available to all county office and district staff who have access to confidential information. Each district has access to the students residing within their district who receive special education and/or related services. Each case manager has access to the students on his or her caseload. Information regarding current caseloads and due dates for IEP meetings and triennial evaluations is available at all times through the use of the MIS data program and upon individual request. The Kings County SELPA provides ongoing training to staff throughout the county on the use of the data program and on data collection requirements. The data kept by the SELPA MIS program is submitted to the California Special Education Management Information System (CASEMIS) biannually, as required by State Education Code.

## State Requirements

### EARLY CHILDHOOD EDUCATION (BIRTH TO 5 YRS) – PART C/EARLY INTERVENTION SERVICES

#### Early Education Program Description

Most eligible infant and toddlers in the Kings SELPA are provided early intervention services by the Central Valley Regional Center (CVRC). The Kings County Office of Education (KCOE) serves all students with solely low incidence disabilities. KCOE has a funded capacity of 22 but may service additional students by contract.

#### Early Education Program Description (birth-5 Years)

Infants and toddlers eligible for Early Start services through Kings County Office of Education are provided services in the home or other natural environments. Each child's services are determined by an Individual Family Service Plan (IFSP) based on the needs of the child and family. Each child's needs are determined in development domains which include: cognitive, expressive and receptive language, fine and gross motor, social/emotional and self-help. Services are designed to be family based so that the parents or caregivers can promote continued development of the child in between visits.

Each infant is provided with services determined as needed on the IFSP including specialist services addressing his/her specific disability. The frequency, duration and location of services delivery are coordinated with the family. Transition meetings are scheduled with the intention of a smooth transition into preschool programs driven by an Individual Education Program (IEP).

Children ages 3-5 receive services in a variety of settings including full day classes, partial day classes, and/or partial week classes. They may also receive itinerant services at a school site as close as possible to the location of their home.

Preschool classes for children with intensive needs are located at a center where other students with multiple needs are located. The program accommodates the needs of individual students. Some students attend school for a full day five days a week while others may only attend a half-day program or only three days each week.

The non-intensive preschool classroom is designed to promote learning to learn skills which include but are not limited to: joint attention, imitation, attending, expressive and receptive communication. These skills are designed to help students learn base skills which will be necessary for success in Kindergarten. The non-intensive preschool program also provides opportunities for students to integrate into typical preschool classroom settings.

Itinerant services for related services for preschoolers will be provided in local public schools, Head Start Centers, identified Child Development Centers.

## **State Requirements**

### **EVALUATION**

The local educational agencies in Kings County ensure that a reevaluation of each child with a disability, including children enrolled in private schools, is conducted if conditions warrant a reevaluation or if the child's parent or teacher requests a reevaluation, but at least once every three years.

Each local educational agency shall obtain informed parental consent prior to conducting any reevaluation of a child with a disability, except that such informed parent consent need not be obtained if the local educational agency can demonstrate that it had taken reasonable measures to obtain such consent and the child's parent has failed to respond.

If the IEP team and other qualified professionals, as appropriate, determine that no additional data are needed to determine whether the child continues to be a child with a disability, the local educational agency shall notify the child's parents of that determination and the reasons for it; and the right of such parents to request an assessment to determine whether the child continues to be a child with a disability; and shall not be required to conduct such an assessment unless requested to by the child's parents.

Due to the fact that abilities can fluctuate as children mature, it is recommended that a comprehensive evaluation occur at least every six years or whenever major changes are being considered for a child's educational program.

## State Requirements

### FREE APPROPRIATE PUBLIC EDUCATION

A free appropriate public education occurs within the context of a public education setting. The District makes free appropriate public education available to all eligible children with disabilities, who are between the ages of 3 and 21, inclusive. (See Annual Service Agreements in the Exhibits).

The District conducts a full and individual initial evaluation prior to the provision of special education and related services. The District ensures that an IEP is developed, reviewed and revised for each child with a disability. The IEP is in effect before special education and related services are provided to a child at the beginning of each school year. A student transferring into the district from another district within the SELPA is immediately placed in a district or agency program in conformity with the student's IEP (unless the parent agrees otherwise). For students transferring into the district from a district not operating special education programs under the same local plan, the IEP shall be implemented for a period not to exceed 30 days before a new IEP is developed. Students who transfer from outside California receive a free appropriate public education, including services comparable to those described in the previously approved IEP until the local educational agency conducts an assessment, if determined to be necessary, and develops a new IEP.

The IEP is accessible to all service providers. The school site and any outside agencies that will provide services are given a copy of the IEP. All teachers and providers are informed of their specific responsibilities related to implementing the IEP.

The IEP meets the unique needs of each individual in order for the student to benefit from his or her educational opportunities. A variety of related services, and other supportive services, is provided based on student's needs as required to assist a child with a disability to benefit from special education. Students' placements and services are in accordance with their IEPs and, to the maximum extent feasible, based on peer-reviewed research. The district provides special education and related services in accordance with the child's IEP. Services are provided by appropriately credentialed or qualified staff as defined in 5 CCR 3001.

- Related service providers are appropriately certified.
- Teachers who provide students with disabilities instruction in content areas are highly qualified (i.e., bachelors degree; certified).
- Paraprofessionals are appropriately trained and supervised to serve students with disabilities.

Students receive extended school year services as determined by the IEP team.

The District ensures that children with disabilities are included in general State and district-wide assessment programs, with appropriate accommodations and modifications, as documented in the IEP. When receiving instruction in the general curriculum, children with disabilities have access to State Board of Education approved instructional materials and course content consistent with instruction provided to students without disabilities.

The length of the instructional day is the same as for age appropriate peers including the same beginning and ending times, unless otherwise specified in a student's IEP.

State guidelines for low incidence disabilities are considered in the identification, evaluation, planning, and provision of services and program reviews. Students with low incidence disabilities have the opportunity to receive all or a portion of their instruction in the regular classroom while being enrolled in

**State Requirements****FREE APPROPRIATE PUBLIC EDUCATION**

special classes taught by qualified teachers. For students with hearing impairments, amplification devices, including hearing aides, are monitored consistently. As determined by the IEP team, students with low incidence disabilities receive the services of interpreters, transcribers, note takers, and/or readers.

Caseloads are within statutory limits, unless a waiver is obtained and has been granted by the state board of education, specifically for resource specialist caseloads exceeding 28 students.

To the maximum extent appropriate, children, including preschool children, are educated with children who are not disabled and special classes, separate schooling and other removal from the regular education environment occurs only when the nature or severity of the disability of a child is such that education in regular classes, including preschool classes, with the use of supplementary aids and services cannot be achieved satisfactorily.



## **State Requirements**

### **HOSPITAL, LCI, JUVENILE COURT**

It shall be the policy of this LEA that children with disabilities residing in hospitals, licensed children's institutions (LCI), foster homes, juvenile court and correctional programs shall be provided with special education and related services as appropriate to their IEPs. Any pupil residing within the SELPA may be referred for special education services.

#### **HOSPITALIZED PUPILS**

Each district shall be responsible for the provision of special education and related services to individuals with exceptional needs residing in hospitals and other residential facilities located within the geographical area of the district. Each district shall first consider services operated by the district and next by the other districts within the SELPA and/or by the County Office of Education. If the special education services available within these entities are not appropriate, then the district shall contract with an appropriate service provider for implementation of the pupil's IEP.

#### **STATE HOSPITAL PROGRAMS**

No state hospital programs are located within the Kings County SELPA. The local education agency is to receive prior notice regarding the return of the student to the district within the SELPA. If the district of residence does not receive prior notification, the district will attempt to obtain the current educational records and the district providers in the SELPA agree to provide appropriate technical assistance to the district of residence in order to facilitate a timely and appropriate placement into an educational setting.

#### **LICENSED CHILDREN'S INSTITUTIONS (LCI) AND FOSTER HOMES**

Each district shall be responsible for the provision of special education and related services to individuals with exceptional needs residing in LCIs and foster homes located within the geographical area of the district. Each district shall first consider services operated by the district, other districts within the SELPA and/or by the County Office of Education. If the special education services available within the entities are not appropriate, then the district shall contract with an appropriate service provider for implementation of the pupil's IEP.

#### **LICENSED CHILDREN'S INSTITUTIONS (LCI) ONLY**

If the student's parent/guardian maintains residency in a district within Kings County, but the student resides in an LCI in a different district within Kings County, the district where the student's parent/guardian lives will be the participating district for all educationally relevant needs for that student.

If the student is integrated into general education environments, the district that provides the general education environment will also be invited to participate in all educational program development meetings for that student.

#### **JUVENILE COURT AND CORRECTIONAL PROGRAMS**

Pupils with exceptional needs who have been determined by the juvenile court for placement in a juvenile hall, or other alternative educational setting or for individuals with exceptional needs placed in a

**State Requirements****HOSPITAL, LCI, JUVENILE COURT**

community school will be provided services as appropriate to their IEP. As identified in the Education Code, procedures for identification, referral, program planning, and review shall be utilized. These procedures are reviewed annually with the administrator of educational services for each institution serving pupils whose parents reside within the Kings County SELPA. The policy for providing services in the least restrictive environment may be interpreted in relation to the amount of segregation from the programs being utilized in the institution.

## State Requirements

### INDIVIDUALIZED EDUCATION PROGRAM (IEP)

#### IEP Timeline

There is an IEP developed and implemented for each child (including children placed by the district of residence in a private school or facility), in accordance with federal and state statutes. Eligibility is determined within sixty days of receiving written parental consent to the assessment plan. Either at that meeting or within 30 additional days, an IEP is developed. The IEP is to be implemented as soon as possible after the IEP team meeting.

#### IEP Contents

Each teacher and provider is informed of specific responsibilities related to implementing the child's IEP, and the specific accommodations, program modifications and supports for school personnel. IEP documents are accessible to all service providers, including outside agencies providing services to the child.

The IEP is written to reflect a direct relationship between the present levels of performance, goals and objectives, and specific educational services to be provided.

All special education and related services are provided in accordance with a child's IEP document and, to the maximum extent possible, are based on peer-reviewed research.

The current IEP includes:

- a statement of the child's present levels of performance including how the disability affects the child's involvement and progress in the general curriculum;
- measurable annual goals and/or benchmarks (short term objectives) including academic and functional goals, related to the child's needs, resulting from the child's disability, that will enable the child to be involved in and progress in the general education curriculum and that meet each of the student's other educational needs that result from the student's disability;
- a direct relationship between the present levels of performance, any evaluations and the educational services to be provided and the student's goals and benchmarks;
- a statement of the special education and related services and supplementary aids and services to be provided to the child or on behalf of the child, including any specially designed instruction and specialized temporary or continuing physical health care services needed during school hours or on the school bus by an eligible student with OHI and chronic or acute health problems arising from diabetes and staff responsible for providing health related services;
- any specialized physical health care services to be provided and staff responsible for providing health related services during extracurricular activities, including field trips and other school-sponsored activities that are needed by an eligible student with OHI and/or chronic or acute health problems arising from diabetes;
- descriptions of program modifications and support for school personnel that will be provided to enable the child to advance toward attaining annual goals, be involved and progress in the general education curriculum and participate in extracurricular activities, and be educated and participate with other children with disabilities and with non-disabled children;
- an explanation of the extent, if any, to which the child will not participate with general education children in the general education class and in extracurricular and nonacademic activities;

## State Requirements

### INDIVIDUALIZED EDUCATION PROGRAM (IEP)

- consideration of any potential harmful effects, quality of services and needed modifications in the general education program;
- a description of how the student's progress toward meeting the annual goals described will be measured;
- a description of when periodic reports on the progress the student is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided;
- a statement of how the child's parents will be regularly informed by progress reports at least as often as are parents of nondisabled children regarding their child's progress toward annual goals, and the extent to which that progress is sufficient to enable the pupil to achieve the goals by the end of the year;
- a statement regarding participation in district or state-wide achievement tests without accommodations or modifications or with such accommodations or modifications;
- a statement regarding participation in District or state-wide achievement tests including an explanation of why it is not appropriate for the student to participate in general education District or State-wide achievement tests, if the IEP team makes that decision;
- a statement regarding participation in general education District or statewide achievement tests including a statement of how that student will be tested if state-wide or District tests are not used;
- the SELPA and districts of services utilize state guidelines for participation of students with disabilities in alternate assessments. Alternate assessments are conducted as indicated in the child's IEP;
- the projected date (month, day and year) for initiating services and modifications; and
- the anticipated frequency, duration and location of the recommended services and modifications.

The IEP, when appropriate, also includes information related to extended school year, prevocational/career, vocational/career, and type of specially designed physical education services. For pupils in grades 7 through 12, when appropriate, information is included in the IEP describing any alternative means and modes necessary for the pupil to complete the district of service's prescribed course of study and to meet or exceed proficiency standards for graduation.

Beginning at least one year before the student reaches the age of 18; the IEP states that the student has been informed of the IDEA rights that will transfer to the student upon turning 18.

There is coordination among all education providers including coordination with Resource Specialists, Special Day Class personnel, speech and Language personnel and other DIS personnel.

#### IEP Process

If neither parent can attend the IEP meeting, the SELPA and district of service use other means to ensure parent participation, including individual or conference phone calls.

If the LEA is unable to convince the parents they should attend the IEP meeting, the district of service shall have a record of its attempts to arrange a mutually agreed on time and place. The district of service takes whatever action is necessary to ensure that the parent understands the proceedings at the IEP meeting, including arranging for an interpreter for parents with deafness or native language other than English. The district of service notifies parents and the district of residence of an IEP meeting early enough to

## State Requirements

### INDIVIDUALIZED EDUCATION PROGRAM (IEP)

ensure they have an opportunity to attend, and/or schedules the IEP meeting at a mutually agreed upon time and place. Each district of residence is responsible to appoint a representative to receive the notification and assign a designee to attend the meeting.

The notification to parents about their child's IEP meeting contains an indication of the purpose, time, and location of the meeting and who will be in attendance. The notification also contains information relating to the participation of other individuals on the IEP team that the parents may invite who have knowledge or special expertise about the child.

The IEP team periodically reviews but, not less than annually, the student's IEP to review the progress toward previous annual goals, and/or benchmarks, and in the general curriculum when developing new goals, and/or benchmarks. The IEP team revises the IEP, as appropriate, to include, but not be limited to, any lack of progress toward the annual goals and in the general curriculum, the results of any reevaluation, information about the child provided to or by the parents, and the child's anticipated needs.

An IEP meeting is held within 30 days of receipt of a written request from a parent, not counting days between the pupil's regular school sessions, terms or days of school vacation in excess of 5 school days, from the date of school receipt of parent's request. If the parent makes the request orally, the district of service informs the parent of the need for a written request and the procedure for filing a written request.

Before the expiration of a 30 day interim placement the IEP team meets and reviews information, records, reports and evaluations from previous records, and makes final recommendations for placement following all the usual requirements for holding IEP meetings.

The district of service gives the parent a copy of the IEP and all assessment reports at no cost to the parent. Parents are provided with a revised copy of the IEP, upon request, with amendments after a change is made to the IEP.

The LEA permits the parent to electronically audio record the proceedings of the IEP team meetings. At least 24 hours prior to the meeting, the parent or guardian shall notify the members of the IEP team of their intent to record a meeting. If the parent or guardian does not consent to the LEA audio recording of an IEP meeting, the meeting shall not be recorded on an audio recorder.

#### IEP team

The IEP team includes:

- The parents/legal guardian of the child
- The general education teacher of a child with a disability, as a member of the IEP team, must, to the extent appropriate, participate in the development, review, and revision of the child's IEP. The general education teacher participates in development of the IEP including the determination of the appropriate positive behavior interventions and strategies, supplementary aids and services, program modifications, and support for school personnel
- A special education teacher/specialist
- A representative of the district of service who is qualified to provide or supervise specially designed instruction for children with disabilities, and who is knowledgeable about the general curriculum and the resources of the district of service

## State Requirements

### INDIVIDUALIZED EDUCATION PROGRAM (IEP)

- An individual who can interpret the instructional implications of the evaluations. For students suspected of having a specific learning disability, at least one individual qualified to conduct individual diagnostic examinations, such as a school psychologist, speech and language pathologist, or remedial reading teacher.
- Other individuals with knowledge or expertise regarding the child, including representatives of the child's private school, as appropriate
- Other individuals who have knowledge or special expertise regarding the child as the parent/district of service wish
- The child, when appropriate or when the IEP meetings will be considering post-secondary transition
- The IEP team includes the behavioral intervention case manager whenever the IEP team reviews the functional analysis and develops the behavior intervention plan (Hughes Act), which becomes part of the IEP
- Representatives of any other agency that is likely to be responsible for providing or paying for transition services
- The IEP team includes, for a student suspected of having a specific learning disability, at least one member who is qualified to conduct individual diagnostic examinations of students, such as a school psychologist, speech-language pathologist, or remedial teacher
- The district of service appoints a surrogate parent where no parent can be located or if the court has specifically limited the right of a parent or guardian to make educational decisions for the child

Members of the IEP team may be excused from attending an IEP meeting, in whole or in part, if the parent and the district of service agree that the attendance is not necessary because the members' areas of the curriculum or related services are not being modified or discussed at the meeting.

If IEP team members are excused from attending an IEP meeting, in whole or in part, when the meeting does involve a modification or discussion of the members' areas of curriculum or related services, the following conditions must be met:

- The parent and the district of service consent to the excusal after conferring with the members.
- The members submit in writing to the parent and the IEP team information for the development of the IEP prior to the meeting.
- And the parents agree to the excusal in writing.

#### IEP - Additional Requirements

The IEP team considers the strengths of the child, parent concerns for enhancing the education of the child, the academic, developmental, and functional needs of the child, and the results of the initial evaluation, most recent evaluation, and results of statewide assessment of the child. The IEP team reviews assessment results, determines eligibility, determines the content of the IEP, considers local transportation policies and criteria, and makes program placement recommendations. The IEP team considers for each student, whether assistive technology and services are needed.

In making the determination of eligibility, the IEP team draws upon a variety of sources of information, including, but not limited to, tests, teacher recommendations, and parent input. All assessments are completed before the development of the initial IEP or triennial IEP. The district of service ensures that

## State Requirements

### INDIVIDUALIZED EDUCATION PROGRAM (IEP)

the information obtained from all of the sources is documented and carefully considered.

As a part of the transition process to elementary school for preschool children age 3 through 5, the district of service and/or IEP team describe a process for monitoring the continued success of a child with a disability in kindergarten or first grade equivalency who continues to be eligible for special education. When the child is exiting special education, the IEP team notes the present levels of performance and learning style, and provides this information to the assigned general education teacher upon the child's enrollment in kindergarten or first grade.

When students transfer into the general education classroom from special classes or centers, or from nonpublic, nonsectarian school to the general education classroom in the public school, the IEP provides for transition including a description of activities provided to integrate the pupil into the regular education program indicating the nature of each activity, and the time spent on the activity each day or week and a description of the activities provided to support the transition of pupils from the special education program into the regular education program.

For a student with a low incidence disability such as vision impairment, hearing impairments, or orthopedic impairments, the IEP includes, when appropriate, specialized services, equipment and materials consistent with state guidelines. For a student who is blind or has visual impairments, the IEP team determines the appropriate medium/media for the child in accordance with state guidelines and considers the provision of instruction in Braille and the use of Braille, unless the team determines after evaluation that Braille instruction or use is not appropriate for the child. For a student who is deaf, the IEP team considers the communication needs of the child, including child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.

For a student whose behavior impedes his or her learning or that of others, the IEP team shall consider the development of positive behavior interventions, including strategies and supports to address the behavior.

#### English Language Learners

For a student with limited English proficiency (English language learners/EL), the IEP team considers the language needs of the child as such needs relate to the child's IEP and the IEP includes linguistically appropriate goals, objectives, programs and services which lead to the development of English language proficiency and ensure access to general education curriculum.

All students whose home language survey indicates a language other than English are assessed using the California English Language Development Test (CELDT) or an alternate to determine English language proficiency. The LEA annually assesses, using the CELDT or an alternate, all students identified as English learners. When developing the IEP, the IEP team considers the results of the CELDT or an approved alternate assessment.

#### The IEP includes

- a determination whether the CELDT will be administered with or without accommodations or modifications, or whether English proficiency will be measured using an alternate assessment

## State Requirements

### INDIVIDUALIZED EDUCATION PROGRAM (IEP)

- activities which lead to the development of English language proficiency
- instructional systems which meet the language development needs of the student and ensure access to the general education curriculum

Teachers who provide instruction to English learners with disabilities have appropriate special education credentials as well as supplementary authorization to provide English language development and primary language support (e.g. CLAD, BCLAD, or equivalent).

On initial IEPs and each triennial, for students determined to have a specific learning disability, the IEP team certifies in writing that the child meets the following criteria:

- The disability is due to a disorder in one or more of the basic psychological processes and is not the result of environmental, cultural or economic disadvantages
- The disability is not the result of visual, hearing, motor impairment, mental retardation, emotional disturbance.
- Observations of relevant behavior of the student have been made by one team member other than the child's teacher (in the regular classroom or other appropriate environment)
- The relationship of that behavior to the student's academic functioning
- The existence of a severe discrepancy between intellectual ability and academic achievement in oral and written language, reading, or mathematics which cannot be corrected through regular or categorical services

On initial IEP's and each triennial, for students determined to have a specific learning disability,

- when standardized tests are considered to be invalid for a specific pupil, the discrepancy is measured by alternative means
- The IEP team certifies in writing any educationally relevant medical finding.

Each team member shall certify in writing whether the report reflects his or her conclusion. If it does not reflect his or her conclusion, the team member must submit a separate statement presenting his or her conclusions.

#### Transition

The IEP in effect when the student reaches the age of 16 years, or younger if determined appropriate by the IEP team and each IEP thereafter,

- includes courses of study that focus on improving the academic and functional achievement of the student to facilitate their movement from school to post school, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living,
- describes needed transition services that focus on improving academic and functional achievement of the student to facilitate their movement from school to post school,
- contains measurable postsecondary goals based on age appropriate transition assessments related to training or education employment, and where appropriate, independent living schools.



## **State Requirements**

### **INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

The IEP in effect when the student reaches the age of 16 years, or younger if determined appropriate by the IEP team, is

- is reviewed annually,
- is based on the individual student's needs, taking into account the student's preferences and interests and
- Includes a statement of the needed transition services in the following areas:
  - Instruction,
  - Related services,
  - Community experiences,
  - Development of employment,
  - Post-school adult and living objectives, and
  - If appropriate, daily living skills and functional vocational evaluation
  - The interagency responsibilities or any needed linkages to implement the transition activities

When a participating agency other than the district of service fails to provide the transition services stated in the IEP as described above, the district of service reconvenes the IEP team to identify alternative strategies to meet the transition objectives for the child set out in the IEP.

If an invited agency representative cannot attend the IEP meeting to develop transition services, the district of service obtains agency participation in planning for these services through alternative means such as phone conference or written input.

When students' eligibility is terminated due to graduation from secondary school with a regular diploma, or due to exceeding the age eligibility for a Free Appropriate Public Education, the district of service provides the students with a Summary of Academic Achievement and Functional Performance which includes recommendations on how to assist the students in meeting their post-secondary goals. The parent or the student who has attained the age of majority is provided with written notice of graduation from high school with a regular high school diploma.

#### **IEP Amendments**

When an IEP document requires amendment, the parents and district of service may agree not to convene an IEP meeting for the purpose of making such changes. Instead a written document may be developed to amend or modify the current IEP. The parents are provided a copy of the revised IEP after the amendments are made, if requested.

## **State Requirements**

### **INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP)**

#### **IFSP Timeline**

There is an IFSP developed and implemented for each child birth to three years of age (including children placed by the district of residence in a private school or facility), in accordance with federal and state statutes. Eligibility is determined within forty five days of receiving written parental consent to the assessment plan. The IFSP is to be implemented as soon as possible after the IFSP team meeting.

#### **IFSP Evaluation and Assessment**

When an LEA receives an oral or written referral for early intervention the date of the referral is documented in the infant or toddlers record. A service coordinator is assigned to coordinate evaluations and assessments. The service coordinator provides the parent with prior written notice regarding the proposal to initiate the identification, evaluation, and assessment of the students needs for early intervention services.

All evaluations and assessments are conducted by qualified personnel on multidisciplinary teams. All evaluations and assessments include a review of pertinent records related to the infant or toddler's health status and medical history. All evaluations include information obtained from parental observation and report. The evaluation and assessment will determine the student's level of functioning in cognitive development, physical and motor development, (including vision and hearing), communication development, social or emotional development and adaptive development. The evaluation and assessment will include an identification of the unique strengths and needs of the student in each of the developmental areas. As much as possible, all evaluations and assessments will be conducted in the infant or toddler's natural environment.

Infants or toddlers with solely low incidence disabilities will be evaluated and assessed by qualified personnel whose professional preparation, license or certification are specific to the suspected disability. The LEA will use nondiscriminatory procedures to ensure that tests and other evaluation materials are administered in the language of the family's choice or other mode of communication, unless it is clearly not feasible to do so. Standardized tests or instruments used to assess students with impaired sensory, motor, or speaking skills accurately reflect the student's aptitude, developmental level or any other factors that the test purports to measure. All evaluation or assessment procedures are selected and administered so as not to be racially or culturally discriminatory.

No single procedure is used as the sole criterion for determining the student's eligibility.

All assessments include a family assessment which is voluntary on the part of the family where information is gathered through a parent interview conducted in the language of the family's choice or other mode of communication. The family assessment incorporates the family's description of its resources, priorities and concerns related to enhancing the development of the infant or toddler.

#### **Eligibility**

The Individualized Family Service Plan includes a statement that each student found eligible for special education and related services through the LEA is under 3 years of age, has a disabling condition as defined in 5 CCR 3030 and has a need for intensive special education and related services because the student is functioning at or below 50% of his chronological age in any one of the skill areas identified in 5 CCR 3031 or has a need for intensive special education and related services because the IFSP's for infants and toddlers is functioning between 51% and 75% of his chronological age in any two skill areas identified in

## State Requirements

### INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP)

5 CCR 3031. The LEA does not presume a child's eligibility for another agency's program. Every student found eligible must have one (and only one) IFSP that is current.

#### IFSP Meetings

The IFSP for an infant or toddler and the infant or toddler's family is reviewed every six months or more frequently if service needs change, or if the parent requests such a review. The documentation for each periodic review shall include the degree to which progress toward achieving the outcomes is being made. Each review shall document all modifications or revisions of the outcomes or services as necessary. Each IFSP meeting is conducted in settings and at times or by means that is reasonably convenient to the parent; and in the language of the parent's choice, unless it is clearly not feasible to do so. The arrangements for each meeting are made with, and written notice provided to the parent and other members of the multidisciplinary team in a timely manner.

Each initial and annual IFSP meetings include the following participants: parent, service coordinator, the person(s) who conducted the evaluations and assessments or if a periodic review meeting, the persons who are providing services. If a required person is unable to attend a meeting, arrangements are made for the person to be involved through other means, including-- (1) Participating in a telephone conference call; (2) Having a knowledgeable authorized representative attend the meeting; or (3) Making pertinent records available at the meeting.

Each student's IFSP includes, with the agreement of the parent, a statement of the family's resources, priorities and concerns related to enhancing the student's development, unless the parent does not give consent for such.

#### IFSP Contents

Each student's IFSP includes, with the agreement of the parent, a statement of the family's resources, priorities and concerns related to enhancing the student's development, unless the parent does not give consent for such. Each student's IFSP includes a statement of the infant's or toddler's present levels of physical development (including gross and fine motor, vision, hearing and health status), cognitive development, communication development, social or emotional development, and adaptive development. Each IFSP includes a statement of the measurable results or major outcomes expected to be achieved for the infant or toddler and their family, including pre-literacy and language skills, as developmentally appropriate for the student. Each student's IFSP includes a statement of the specific early intervention services necessary to meet the unique needs of the infant or toddler and the family to achieve the outcomes as well as the frequency, intensity and method and location of service delivery. Each student's IFSP includes a statement of the natural environments in which services will be delivered. Natural environments are defined as the home and other settings that are natural or normal for the child's age peers who have no disabilities. Early Intervening services can only occur in a setting other than a natural environment when Early Intervening outcomes cannot be achieved satisfactorily for the child in a natural environment. Each student's IFSP includes the name of the regional center, LEA, or other service provider who will provide each early intervention service. Each student's IFSP shall include a statement of the transition steps (for students who are two years, nine months of age, or beginning at two years, six months if all parties agree). If the referral occurs after the child has already become age 30 months or more, the initial IFSP must include the transition steps. Each transition age student's IFSP includes procedures to prepare for changes in service delivery, including steps to help the student adjust to, and function in, a new setting.

## **State Requirements**

### **INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP)**

#### **Services**

Written consent must be obtained prior to providing early intervention services listed on the IFSP. If the parent does not provide consent to a particular service, or withdraws consent, that the particular service is not provided. Consent to each service must be given.

The LEA arranges purchases or provides early intervention services required by the IFSP; and acts as payer of last resort for all students' birth to three years of age, who have a solely low incidence disability (identified as blindness, deafness and/or severe orthopedic impairment, and not eligible for services from the regional center). The provision of early intervening services are listed and defined in

34 CFR 303.12. Note that the list is not exhaustive. Early intervention services may include such services as respite and other family support services.

## State Requirements

### LEAST RESTRICTIVE ENVIRONMENT

Steps are taken, including placement of classes, to ensure that students with disabilities, including children in public or private institutions or other care facilities, participate in academic, nonacademic and extracurricular services and activities to promote maximum interaction with the general school population.

Children with disabilities are educated with children who are not disabled. Placement in special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily and offer consideration of any potential harmful effects on the child or on the quality of services.

A full continuum of services and placements are available in the public education setting if needed for each individual with disabilities, as determined by IEP teams, including, but not limited to, the following or any combination of the following:

- Regular education programs
- General education classroom with special education services
- General education classroom with designated instruction and services or related services
- General education classroom with some services in special classes and centers that enroll pupils with similar and more intensive educational needs
- Special classes and centers
- Instruction in settings other than classrooms where specially designed instruction may occur
- Itinerant instruction in classrooms, resource rooms and settings other than classrooms where specially designed instruction may occur
- Instruction using telecommunication and instruction in the home, in hospitals and in other institutions
- Nonpublic, nonsectarian school services
- State special schools

The child is not removed from age appropriate, regular classrooms solely because of needed modifications in the general curriculum.

In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and the services and other nonacademic activities specified in federal regulations, the Kings County SELPA ensures that each child with a disability participates with nondisabled children in those services and activities to the maximum extent appropriate to the needs of that child.

Transportation is available when required for students with disabilities, as determined by IEP teams.

## State Requirements

### MAINTENANCE OF EFFORT (MOE) POLICY

The Kings County Special Education Local Plan Area (SELPA) shall meet maintenance of effort (MOE) regulations requiring that federal funds be used only to pay the excess costs of providing special education and related services to children with disabilities and to supplement and not supplant state and local funds for special education (ref: 34 Code of Federal Regulations (CFR), sections 300.203-300.205).

The SELPA Administrative Unit (AU), as the grantee of federal funds from the California Department of Education (CDE), shall distribute all or part of the federal funds received to participating local education agencies (LEA) within the SELPA through a sub-granting process and shall annually conduct and report to the CDE the required MOE information. For the purposes of maintenance of effort, the SELPA AU is the recipient of the federal funds from CDE and is, in turn, a grantor of all or part of those funds as sub-grants to participating LEAs. The LEAs within the Kings County SELPA shall compile and submit budget and expenditure information, including LMC-A and LMC-B reports.

The two required comparison tests are as follows:

#### **First Comparison Eligibility Requirement – Grant-Year Budget to Prior Actual Expenditures (SEMB)**

- Each LEA will submit to the SELPA the required MOE documentation each year.
- Budgeted local or state and local expenditures must equal or exceed prior year expenditures for each LEA and for the SELPA, as a whole, subject to the federal Subsequent Years rule.
- SELPA must ensure LEA meets the eligibility comparison test before the allocations of Part B funds are made to the LEAs.

#### **Section 1 – Each year, LEAs should record any of the exceptions listed below:**

These items will reduce the amount required to meet MOE:

- The voluntary departure, by retirement or otherwise or departure for just cause, of special education or related service personnel
- A decrease in the enrollment of children with disabilities
- The termination of the obligation of the agency to provide a program of special education to a particular child with a disability that is an exceptionally costly program because the child:
  - a) Has left the jurisdiction of the agency
  - b) Has reached the age at which the obligation of the agency to provide FAPE to the child has terminated; or
  - c) No longer needs the program of special education
- The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities
- The assumption of cost by the high cost fund operated by the SEA under 34 CFR Sec. 300.704(c)

**Section 2 –** LEAs that received a “meets requirement” compliance determination from CDE and have not been found to be significantly disproportionate may also reduce their MOE requirement. Under these conditions the LEA may reduce the level of local or state and local expenditures otherwise required by the LEA MOE requirement by calculating 50 percent of the increase in federal sub grant allocation received

## State Requirements

### MAINTENANCE OF EFFORT (MOE) POLICY

for the current fiscal year compared to the prior fiscal year and reducing the LEA's state and local MOE requirement by that amount.

*Please note:* The LEA must use an amount of local funds equal to the reduction in expenditures to carry out activities that could be supported with funds under the Elementary and Secondary Education Act (ESEA) of 1965. This amount includes any activities under Title 1, Impact Aid, and other ESEA programs.

- The amount of funds expended by an LEA for early intervening services under 34 CFR, Section 300.226 shall count toward the maximum amount of expenditures that the LEA may reduce under this section.

#### Section 3 – Four MOE Test Methods to Maintain Effort

Either local or state and local funding sources are used for comparison at the SELPA level as well as for each individual LEA. In addition, the comparison may be per capita (per child with a disability, unless some other basis is permitted by the SEA for determining "per capita"). The four methods to maintain effort are:

1. The combination of state and local funds
2. Local funds only
3. The combination of state and local funds on a per capita basis
4. Local funds only on a per capita basis

If the SELPA as a whole passes the first comparison (budget vs. actual), the SELPA as a whole is eligible to receive Part B funding.

#### Consequences for Failure to Maintain Effort

If the SELPA fails the first comparison test (budget vs. actual), the SELPA as a whole and all of its participating members will be ineligible to receive Part B funding until budgetary revisions are made to enable the SELPA as a whole to meet MOE requirements.

If the SELPA as a whole passes the first comparison test (budget vs. actual) but one or more individual LEA sub-grant recipients fails the first comparison test, the LEA shall have until the first principal apportionment (better known as P-1 certification) occurs to comply with MOE requirements. The P-1 certification is the first time the current year expenditure data is available. If an LEA has not rectified the problem by the date that P-1 certification is made, the SELPA will notify the CDE. The SELPA will provide the CDE with the LEA's IDEA sub grant amounts. The CDE will reduce the SELPA's grant awards by the amount of the LEAs sub grant amount.

When an LEA fails to meet the MOE test in one year, the LEA is required in subsequent fiscal years to maintain effort at the level prior to the failure. Thus, the LEA must calculate its level of effort on the most recent fiscal year in which the MOE test was met.

**Second Comparison Compliance Requirement** – Prior-Year Actuals vs. Second-Prior Year Actuals or the most recent year LEA met using the method (SEMA)

## State Requirements

### MAINTENANCE OF EFFORT (MOE) POLICY

- Actual local or state and local expenditures must equal or exceed prior-year expenditures, subject to the federal Subsequent Years rule.
- SELPA comparison is made after unaudited actuals data is submitted to CDE following the end of the fiscal year
- The comparison will occur annually

**Section 1** - Each year LEAs should record any of the exceptions listed below:

These items will reduce the amount required to meet MOE:

- The voluntary departure, by retirement or otherwise, or departure for just cause, of special education or related service personnel
- A decrease in the enrollment of children with disabilities
- The termination of the obligation of the agency to provide a program of special education to a particular child with disabilities that is an exceptionally costly program because the child:
  - a) Has left the jurisdiction of the agency
  - b) Has reached the age at which the obligation of the agency to provide FAPE to the child has terminated; or
  - c) No longer needs the program of special education
- The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities.
- The assumption of cost by the high cost fund operated by the SEA under 34 CFR sec. 300.704(c)

**Section 2** – LEAs that received a “meets requirement” compliance determination from CDE and have not been found to be significantly disproportionate may also reduce their MOE requirement. Under these conditions the LEA may reduce the level of local or state and local expenditures otherwise required by the LEA MOE requirement by calculating 50 percent of the increase in federal sub grant allocation received for the current fiscal year compared to the prior fiscal year and reducing the LEA’s state and local MOE requirement by that amount.

*Please note:* The LEA must use an amount of local funds equal to the reduction in expenditures to carry out activities that could be supported with funds under the Elementary and Secondary Education Act (ESEA) of 1965. This amount includes any activities under Title 1, Impact Aid, and other ESEA programs.

- The amount of funds expended by an LEA for early intervening services under 34 CFR, section 300.226 shall count toward the maximum amount of expenditures that the LEA may reduce under this section.

### **Section 3** – Four MOE Test Methods to Maintain Effort

Either local or state and local funding sources are used for comparison at the SELPA level as well as for each individual LEA. In addition, the comparison may be per capita (per child with a disability, unless some other basis is permitted by the SEA for determining “per capita”). The four methods to maintain effort are:



## State Requirements

### MAINTENANCE OF EFFORT (MOE) POLICY

1. The combination of state and local funds
2. Local funds only
3. The combination of state and local funds on a per capita basis
4. Local funds only on a per capita basis

#### Consequences for Failure to Maintain Effort

If the SELPA as a whole fails the second comparison test (actual vs. actual) after applying the exceptions, the SELPA will be billed by the CDE for the amount the SELPA, collectively, failed to spend from local or state and local funds to maintain its level of effort. The SELPA AU will then bill the individual LEA sub-grant recipients that failed the MOE second comparison test for the amount the LEA(s) failed to spend from local or state and local funds to maintain their level of effort.

If the SELPA as a whole passes the second comparison (actual vs. actual) but one or more individual LEA sub-grant recipients fail to spend from local or state and local funds to maintain their level of effort, CDE will bill the SELPA for the amount that the LEA failed to spend from local or state and local funds to maintain its level of effort. The amount must be paid to CDE by the LEA from its state and/or local funding in the budget year.

When an LEA fails to meet the MOE test in one year, the LEA is required in subsequent fiscal years to maintain effort at the level prior to the failure. Thus, the LEA must calculate its level of effort on the most recent fiscal year in which the MOE test was met.

For the purposes of maintenance of effort, the SELPA AU is the recipient of the federal funds from CDE and is, in turn, a grantor of all or part of those funds as sub-grants to participating LEAs.

**State Requirements****OVER-IDENTIFICATION AND DISPROPORTIONALITY**

Regionalized services in the SELPA include review and analysis of LEA CASEMIS Data, including the collection and examination of data regarding the over/under representation of racially, ethnically, linguistically and culturally diverse students to determine whether an imbalance exists within the LEA.

Correction of these problems may be carried out through the following means:

- Provision of training and technical assistance as necessary to clarify compliant practices with appropriate LEA staff;
- Assistance with correction of non-compliant procedures or practices identified through state and local compliance complaint investigations;
- Regular meeting with district superintendents;
- Individual consultation with LEA administrative staff.

In cases where the identified problem persists following implementation of such steps as outlined above, the LEA superintendent shall be notified regarding the issue.

## **State Requirements**

### **PARTICIPATION IN ASSESSMENTS**

Students with disabilities shall be included in general state and district-wide assessment programs with appropriate accommodations or modifications as indicated on the IEP. Alternate assessments will be conducted for those children with disabilities who cannot participate.

As required by state and federal law and SELPA policy and regulations, local educational agencies (LEA) shall include in the individualized education program (IEP) of a student with a disability, information related to participation in state or district-wide assessments. The IEP teams will determine appropriate accommodations and modifications needed for students. Accommodations on a test provide equal access to the test without altering the intent of the test. Modifications on a test significantly alter the intent of the test.

Students may take the adopted California alternate assessment, per IEP team decision, if their levels of academic/cognitive ability and adaptive behaviors require substantial adjustments to the general curriculum and if they have an IEP which reflects a general emphasis on functional life skills. The IEP team shall document on the IEP the reason why the student cannot participate in the regular assessment and the reason why the alternate assessment is appropriate.

## State Requirements

### PERFORMANCE GOALS AND INDICATORS

The SELPA regularly updates the State Department with data through the California Special Education Information System (CASEMIS) reporting program to address the performance of children with disabilities related to the key performance indicators.

Among activities related to the State Improvement Plan are regionalized services to LEA programs for the provision of ongoing review of programs and data monitoring procedures utilized. These include:

- Participation in the state's Quality Assurance Process (i.e., Self-Reviews, Verification Reviews) and follow-up;
- Provision of ongoing training and technical assistance regarding compliant special education procedures;
- Review and analysis of LEA CASEMIS Data;
  - Collection and examination of data regarding the over/under representation of racially, ethnically, linguistically and culturally diverse students to determine whether an imbalance exists;
  - Collection and examination of data regarding IEP and assessment timelines.
  - Corrections of identified problems may be carried out through the following means:
- Provision of training and technical assistance as necessary to clarify compliant practices with appropriate LEA staff;
- Assistance with correction of non-compliant procedures or practices identified through state and local compliance complaint investigations;
- Regular meeting with district superintendents;
- Individual consultation with LEA administrative staff.

In cases where the identified problem persists following implementation of such steps as outlined above, the LEA superintendent shall be notified regarding the issue.

## **State Requirements**

### **PERSONNEL QUALIFICATIONS STANDARDS**

It shall be the policy of this Local Education Agency (LEA) to ensure that personnel providing special education related services meet the highly qualified requirements as defined under federal law, including that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the CDE about staff qualifications.

In circumstances where SELPA is providing related services or services are unavailable from either the student's LEA or SELPA, the SELPA will make an ongoing, good faith, effort to recruit and hire appropriately and adequately trained personnel, as defined by state standards, to provide special education and related services to children with disabilities. Individual education consultants or other educational agencies will be utilized to cover student services until staff can be hired by SELPA to fulfill the service obligations. If services are unavailable from the aforementioned venues due to shortages, the SELPA will be responsible to provide all services not provided during the unavailability of services.

The SELPA and the member LEA's shall take steps to ensure that there is an adequate supply of qualified and adequately prepared special education, general education, and related services personnel. Such steps shall include, but not be limited to, the following:

1. Widespread recruitment of teachers and support personnel
2. Collaboration with surrounding colleges, in their teacher education programs, design and supervision of student teachers/interns.
3. Ongoing staff development activities for special education administrators, teachers, and support staff
4. Ongoing staff development activities for general education administrators, teachers, and support staff

## State Requirements

### PRIVATE SCHOOLS

The district where a private school is located is responsible for child find, assessment, and delivery of an Individual Services Plan (ISP) to an eligible student, to the extent that those are the services selected under the private school agreement.

If, as a result of a child find referral and assessment, the parent and/or guardian desire an IEP on the basis of eligibility, they will be directed to return to the district of residence for development of an IEP under FAPE. The IEP will be implemented at the district of residence public school.

If a child is eligible for services and the parent indicates in writing that he/she intends that the child will continue to be a student at a private school, services selected under the private school agreement are the only services the child may receive and only if he/she is eligible and in need of these services.

Services selected under the private school agreement specified on the Individualized Services Plan (ISP) are made available at the district of location or through programs operated by the Kings County Office of Education dependent on the type of program required. Direct instructional programs are not operated on private school sites. Materials and equipment are secular, neutral, and nonideological. Private school personnel are invited to ISP meetings.

Private school referrals are submitted to the LEA on a Child Find Referral Form. These referrals are the responsibility of the public school district of location for evaluation and determination of eligibility.

If a child is found to be eligible for special education services, the parent may either state in writing that he/she intends to continue the child's enrollment in private school or indicate that he/she intends to enroll their child in a public school.

If the child is to remain in private school:

1. An Individualized Services Plan (ISP) is developed if the child is eligible for the services the LEA provides to children in private schools.
2. ISP services are provided in the district where the private school is located as close to that private school as possible, taking into consideration staff caseloads.
3. And time constraints.
4. If the child is not eligible or does not need those services, an ISP is not developed.

If the parent expresses the intention to enroll their child in a public school to participate in special education:

1. The LEA where the private school is located directs the parent to contact the district of residence, to request an IEP meeting, and enroll the child in the local public school.
2. The LEA that assessed the child forwards their assessment reports to the district of residence after receiving signed parental permission to release the document.
3. The District of Residence schedules an IEP meeting upon enrollment in a district public school.

#### *Steps for Determination of Delivery of Services to Private Schools*

1. Each district determines the name and location of any private school within its boundary. The district reports the information to the SELPA office by April 15.

## State Requirements

### PRIVATE SCHOOLS

2. Using the CASEMIS system, the SELPA office obtains a list of students who have been assessed during the past year for special education; those that qualified as eligible; their district of residence; and school (private) attending.
3. The SELPA Office sends a written invitation to principals of all identified private schools informing them of the Private School Procedures and offering the opportunity for parents, teachers, and private school officials to participate in the consultation process at a scheduled meeting.
4. The SELPA Office convenes the meeting with the representatives of the LEAs where private schools are located and the principals of those schools, as well as other interested individuals.
5. The meeting will address the following topics:
  - a) Child find process;
  - b) How private school students can equitably participate in the public school's IDEA program;
  - c) How stakeholders are to be informed of the process;
  - d) Proportionate fund calculation and availability;
  - e) Year-round consultation process;
  - f) How, where and by whom services will be provided to private school students, including the types of services (including direct and alternate service delivery options);
  - g) How services are to be apportioned if funds are insufficient to serve all children;
  - h) How and when services allocation decisions will be made by the LEA;
  - i) Requirement for written explanation to private school officials of the school's decision not to provide direct services, if the private school officials disagree with the school on that issue.
6. Written affirmation of participating private schools will be obtained when the consultation process has taken place.
7. Affirmations are maintained by the districts and copies forwarded to the SELPA office as well as private schools. If affirmation cannot be obtained within a reasonable period of time, the LEA forwards the documentation of the consultation process to the State.
8. The SELPA, LEA, and private schools engage in meaningful consultation and communication throughout the school year with regards to Private School Procedures and special education and related services.
9. The LEA provides a written explanation to private school officials of the school's decision not to provide direct services, if the private school officials disagree with the school on that issue.

## **State Requirements**

### **PROCEDURAL SAFEGUARDS**

Kings County SELPA's Notice of Procedural Safeguards and Parents' Rights is the written notification provided to parents informing them of their procedural safeguards. These procedural safeguards will be provided to parents consistent with present state guidelines. The rights are available in English and in Spanish.

A copy of the Kings County SELPA's Notice of Procedural Safeguards and Parents' Rights must be given to the parents of a child with a disability only one time a school year, except that a copy also must be given to the parents:

- Upon initial referral or parent request for evaluation
- Upon receipt of the first State complaint in a school year
- Upon receipt of the first due process complaint in a school year
- In accordance with the discipline procedures, e.g. on the date on which the decision is made to make a removal that constitutes a change of placement of a child with a disability because of a violation of a code of student conduct
- Upon request by a parent



**State Requirements****PROHIBITION ON MANDATORY MEDICINE**

It shall be the policy of this SELPA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substance Act as a condition of attending school or receiving a special education assessment and/or services.

## **State Requirements**

### **PUBLIC PARTICIPATION**

Members of the public are encouraged to attend Board meetings and to address the Board concerning any item on the agenda or within the Board's jurisdiction. So as not to inhibit public participation, persons attending Board meetings shall not be requested to sign in, complete a questionnaire, or otherwise provide their name or other information as a condition of attending the meeting.

A person who wishes to address the Board should make a request in writing to the Superintendent as per that district's policy. The Superintendent or designee will decide whether a request is within the subject matter jurisdiction of the Board. Items placed on the agenda by the public will be for information and discussion, so that the Board may be advised of the views of the community. The Board reserves the right to place the item on the agenda of a subsequent meeting for action.

Individual speakers shall be allowed to address the Board on each agenda or non-agenda item as per adopted board policy, at a time so designated on the agenda. The Board president may rule on the appropriateness of a topic. If the topic would be more suitably addressed at a later time, the president may indicate the time and place when it should be presented. The matter may be placed on the agenda of a subsequent meeting for action or discussion by the Board. The Board need not allow the public to speak on any item that has already been considered by a committee composed exclusively of Board members at a public meeting where the public had the opportunity to address the committee on that item.

## **State Requirements**

### **REGIONALIZED OPERATIONS AND SERVICES**

It is the policy of the LEA that funds for regionalized operations and services and the direct instructional support of Program Specialists shall be apportioned to the Kings County Special Education Local Plan Area. The Special Education Local Plan Area shall ensure that all functions are performed in accordance with the description set forth in the adopted local plan.

The Special Education Local Plan Area shall ensure that all functions listed below are performed in accordance with the description set forth in the adopted local plan:

- Coordination of the Special Education Local Plan Area and the implementation of the local plan.
- Coordinated system of identification and assessment.
- Coordinated system of procedural safeguards.
- Coordinated system of staff development and parent and guardian education.
- Coordinated system of curriculum development and alignment with the core curriculum.
- Coordinated system of internal program review, evaluation of the effectiveness of the local plan, and implementation of a local plan accountability mechanism.
- Coordinated system of data collection and management.
- Coordination of interagency agreements.
- Coordination of services to medical facilities.
- Coordination of services to licensed children's institutions and foster family homes.
- Preparation and transmission of required Special Education Local Plan Area reports.
- Fiscal and logistical support of the community advisory committee.
- Coordination of transportation services for individuals with exceptional needs.
- Coordination of career and vocational education and transition services.
- Assurance of full educational opportunity.
- Fiscal administration and the allocation of state and federal funds.
- Direct instructional program support that may be provided by program specialists.

**State Requirements****SUPPLEMENTATION OF STATE AND FEDERAL FUNDS**

In general, federal funds appropriated under Part B of IDEA may only be utilized to cover the excess costs of providing special education and related services to students with disabilities. These federal funds must supplement/increase the level of other Federal, State and local funds expended for special education and related services and in no case supplant these funds. In addition, IDEA includes separate Maintenance of Effort (MOE) provisions that apply independently at the state and local levels.

## State Requirements

### SUSPENSION AND EXPULSION

A student identified as an individual with a disability pursuant to the Individuals with Disabilities Education Act (IDEA), 20 USC 1400-1482, is subject to the same grounds for suspension and expulsion which apply to students without disabilities. (cf. 5144.1 – Suspension and Expulsion/Due Process)

#### Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been officially identified as a student with a disability pursuant to the IDEA and who has engaged in behavior that violated the disciplinary rules of the Local Education agency (LEA) may assert any of the protections under the IDEA only if the LEA had knowledge that the student is disabled before the behavior that precipitated the misbehavior/disciplinary action (20 USC 1415(k)(5); 34 CFR 300.534)

The LEA shall be deemed to have knowledge that the student has a disability if one of the following conditions exists:

- The parent/guardian has expressed concern to an administrative personnel in writing, or to a teacher of the student, that the student is in need of special education or related services.
- The parent/guardian has requested an evaluation of the student for special education pursuant to 34 CFR 300.300-300.311.
- The teacher of the student or other district staff has expressed concerns directly to the LEA's director of special education or to other supervisory personnel about a pattern of behavior demonstrated by the student.

The LEA would be deemed to not have knowledge that a student is disabled if the parent/guardian has not allowed the student to be evaluated for special education services or has refused services. In addition, the LEA would be deemed to not have knowledge if the LEA conducted an assessment pursuant to 34 CFR 300.300-300.311 and determined that the student was not an individual with a disability. When the LEA is deemed to not have knowledge of the disability, the student shall be disciplined in accordance with procedures established for student without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); CFR 300.534)

If a request is made for an assessment of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the assessment shall be conducted in an expedited manner. Until the assessment is completed, the student shall remain in the educational placement determined by school authorities. (20 USC 1415(k)(5); 34 CFR 300.534)

#### Suspension:

The superintendent or designee may suspend a student with a disability from school, for any of the reasons enumerated in EC Section 48900, and pursuant to 48900.5 for up to five (5) consecutive school days (EC 48911), and for up to 20 school days in a school year, as long as the suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536, except a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in the subdivision (k), and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. ED 48900 (34 CFR 300.530; Education Code 48903).

## **State Requirements**

### **SUSPENSION AND EXPULSION**

#### **Services:**

Any student suspended for more than 10 school days in the same school year shall continue to receive services during the term of the suspension. School personnel, in consultation with at least one of the student's teachers, shall determine the extent to which services are needed as provided in 34 CFR 300.101(a), so as to enable the student to continue to participate in the general curriculum in another setting and to progress toward meeting the goals as set out in his/her IEP. (20 USC 1412(a)(1)(A); 34 CFR 300.530)

#### **Interim Alternative Education Placement Due to Dangerous Behavior:**

The District may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school related function: (20 USC 1415(k)(1)(g); 34 CFR 300.530(g))

- Carried or possesses a weapon, as defined in 18 USC 930
- Knowingly possesses or uses illegal drugs
- Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c)), Schedules I-V in section 202(c) of the Controlled Substances Act
- Has inflicted serious bodily injury upon another person as defined in 18 USC 1365

The student's interim alternative educational setting shall be determined by his/her IEP team. (20 USC 1415(k)(1)(g); 34 CFR 300.531)

A student who has been removed from his/her current placement because of dangerous behavior shall receive services, although in another setting, to the extent necessary to allow him/her to participate in the general education curriculum and to progress toward meeting the goals set out in his/her IEP.

#### **Expulsion:**

Pursuant to EC 48915( c), the Superintendent or designee shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a student when it has been determined that a student has committed one or more of the following acts:

- Possessing, selling, or otherwise furnishing a firearm
- Brandishing a knife at another person
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053 of Division 10 of the Health and Safety Code).
- Committing or attempting to commit a sexual assault as defined in subdivision(n) Section 48900 or committing a sexual battery
- Possession of an explosive

#### **Due Process Appeals:**

If the parent/guardian disagrees with any district decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances) or 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530, he/she may appeal the decision

## **State Requirements**

### **SUSPENSION AND EXPULSION**

by requesting a hearing. The district may request a hearing if the district believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532).

Whenever a hearing is requested as specified above, the parent/guardian or the district shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508(a)-(c), and 300.510-300.514. If the student's parent/guardian or the district initiates a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day period, whichever occurs first, unless the parent/guardian and district agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533).

#### **Readmission:**

Readmission procedures for students with disabilities shall be the same as those used for all students. Upon readmission, an IEP team meeting shall be convened.

#### **Suspension of Expulsion:**

The Kings County Board of Education's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917).

## State Requirements

### TRANSPORTATION

Transportation services are available to all children placed in special education when the IEP team determines the need for such services. Transportation, where appropriate, is coordinated with regular home-to-school transportation.

The district of residence is fiscally responsible for providing transportation for special education students to meet their IEP goals. Criteria for meeting the transportation needs of special education pupils are as follows:

- Location of services
- Impact of the disability on the child's ability to walk to school
- Ability to be accommodated by regular transportation
- Severity of the disability
- Safety of the child or other children on the bus
- Other factors

Failure to comply with the rules and regulations for conduct while being transported may be sufficient reason for a pupil to be denied regular transportation. If a child's behavior, regardless of disabling condition, ultimately results in denial of bus or group transportation for short or long periods of time, the district is responsible for providing alternatives.

Mobile seating devices, when used, and the securement systems required by the Federal Motor Vehicle Safety Standard No. 222 (49 C.V.R. 571.222) are compatible. School bus drivers and other personnel who transport wheelchair-bound students are trained in the proper installation of mobile seating devices in the securement systems.

All children requiring transportation and who require specialized transportation that cannot be accommodated by traditional transportation are provided home-to-school by Kings School Transportation Authority (KSTA), a joint powers agreement (JPA) or any other subsequent agreement.

The Kings School Transportation Authority was formed on July 1, 2004, for the purpose of providing Special Education Transportation for all districts in Kings County. The Board consists of seven superintendents from the participating Districts. Each serves a three-year term on a rotating schedule. A chairperson is selected from among the seven members.

Kings School Transportation Authority does not have any employees but rather contracts out for busing services. An appointed treasurer, usually the Chief Business Official of one of the board member districts, handles all financial aspects of the JPA. Budgetary and legal representation information may be obtained from the chairperson of the JPA.



HANFORD ELEMENTARY SCHOOL DISTRICT  
**Human Resources Department**

**AGENDA REQUEST FORM**

TO: Joy Gabler

FROM: Jaime Martinez

DATE: December 5, 2016

FOR: (X) Board Meeting  
( ) Superintendent's Cabinet  
  
( ) Information  
(X) Action

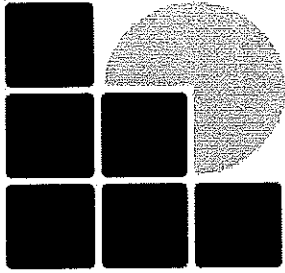
DATE YOU WISH TO HAVE YOUR ITEM CONSIDERED: **December 14, 2016**

**ITEM:** Consider approval of Administrative Services Agreement between Hanford Elementary School District and Stanislaus Foundation for Medical Care in regards to the District's self-funded dental insurance plan. This agreement is for the period of January 2017 through December 2018.

**PURPOSE:** To authorize Stanislaus Foundation for Medical Care to continue as the third party administrator in regards to administration of dental coverage for HESD's Self Insured Dental Plan; and as such, The Foundation shall process claims presented by employees and eligible dependents under the Plan.

**FISCAL IMPACT:** None, there is no increase to the service fees agreed to.

**RECOMMENDATION:** Approve.



## **FOUNDATION SERVICES PROPOSAL**

**Hanford Elementary School District**

**SUBMITTED BY**

### **Stanislaus Foundation for Medical Care**

2339 St. Paul's Way, Modesto CA 95355

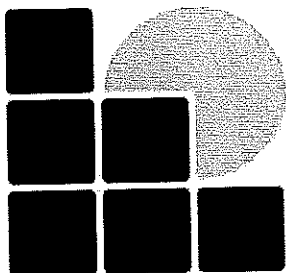
PO Box 576007, Modesto CA 95357-6007

1-800 / 962-SFMC (7362)

E-mail: [sms@stanislausmedicalsociety.com](mailto:sms@stanislausmedicalsociety.com)

(209) 527-1704

January 2017



## ADMINISTRATIVE SERVICES AGREEMENT

This Administrative Services Agreement ('AGREEMENT') is made as of 01/01/2017, by and between **HANFORD ELEMENTARY SCHOOL DISTRICT ('PLAN')** and **STANISLAUS FOUNDATION FOR MEDICAL CARE ('SFMC')**.

### 1. Administrative Services

- A. PLAN hereby retains SFMC to perform, and SFMC hereby agrees to perform the administrative services specified hereto. SFMC shall perform its services in accordance with PLAN's dental benefit plan in effect, and such written policies and procedures of PLAN as PLAN may, from time to time, furnish to SFMC.
- B. The parties agree that the services to be performed by SFMC hereunder are ministerial in nature and shall always be performed within the framework of policies, interpretations, rules, practices, and procedures to SMFC. PLAN shall be solely responsible for the quality and cost of the advice and/or services furnished to PLAN by PLAN's legal counsel, actuaries, certified public accountants, investment counselors, investment analysts, medical professionals or groups, or similar individuals or organizations who may perform services relating to the plan on behalf of PLAN; and SFMC shall have no responsibility therefore under any circumstances.

### 2. Compensation

- A. PLAN shall pay SFMC each month for the services to be performed hereunder, a base fee as shown below for each participating single person or family covered by PLAN for any portion of the month in question.

#### TIME PERIOD

The term of this contract shall begin at 12:01 A.M. on 01/01/2017, and shall continue in effect until 12:00 midnight, 12/31/2018. This contract shall be automatically renewed for additional one-year term unless notice of intent not to renew is given by one party to the other party at least sixty (60) days prior to the termination date of the current term.

### FEE

After the term of this agreement, the fees may be evaluated for possible increase. SFMC shall have the further right to request to adjust the base fee upon:

1. Any change in the scope of work to be performed hereunder, as reasonably determined by SFMC; or
  2. A decrease of at least 20% in the number of participating employees; or
  3. Should postal rates increase, SFMC reserves the right to adjust the administration fee to meet our costs.
- B. SFMC shall provide PLAN with a monthly statement of the above fees by the fifth business day of each month, based on its best estimate of the number of participants. Said estimate shall be based on the most recent eligibility information provided by PLAN. Deletion of participants without payment of SFMC's fees, by reason of their prior termination, errors, etc. is permitted only before the end of the month. Additions, with the retroactive payment of fees, may occur at any time. Where the actual number of participants is different from the estimate; there shall be an appropriate fee adjustment in the subsequent month. SFMC is authorized to invoice PLAN for its fees and expenses, and those of brokers and insurance premiums as appropriate. PLAN shall make payment to SFMC by check or wire transfer. PLAN shall immediately notify SFMC of any change in these vendors or the amounts due them.

### 3. Term

- A. This AGREEMENT shall continue through December 31, 2018 unless either party has issued a 60 day notice of termination. If no notice of termination is timely given, and a new AGREEMENT has not been negotiated, this AGREEMENT shall automatically renew for an additional one year term with the pricing adjustments contained in Exhibit C "Administration Fees".
- B. Upon termination of this AGREEMENT, other than as the result of PLAN's breach or default, SFMC shall co-operate fully with PLAN to assure an orderly transition of services to its successor. The foregoing shall not be deemed to prohibit SFMC from formatting the data to be returned in a fashion as is likely to protect SFMC's trade secret information regarding data base design and structure. PLAN agrees to compensate SFMC for the time spent in connection with all such transition services at SFMC's prevailing rates in effect at such time and for such other expense as SFMC incurs.
- C. SFMC shall have no responsibility for any claims received after the termination of the AGREEMENT, other than to forward any claim forms received to PLAN or its designated agent, at PLAN's cost. SFMC's responsibility for claims pending at the time their AGREEMENT is terminated shall cease 15 days following said termination; and, following payment in full of all amount owed SFMC by PLAN, SFMC shall promptly

deliver the appropriate files to PLAN or its designated agent, at PLAN's expense. FMC will meet with Plan to discuss terms and costs for the run-out of claims to insure proper management of claims.

#### 4. Records and Files

- A. SFMC agrees that the records maintained by it in connection with the services to be performed hereunder are and shall remain the property of PLAN, and PLAN and its representatives shall have reasonable access thereto during SFMC's normal business hours, and after making mutually convenient arrangement. SFMC shall maintain hard copy records for two years from receipt and shall turn over older records to PLAN for storage at PLAN's expense. Upon termination of AGREEMENT and upon payment in full of all amounts owed SFMC by PLAN, SFMC shall return all data relating to employee claims and all other relevant files to PLAN, at PLAN's expense. PLAN agrees to maintain all records for the period required by law for insurance records. At the time of delivery, or thereafter at its option, SFMC shall be entitled, at PLAN's expense, to make paper copies of all records. PLAN agrees to give SFMC unrestricted access to original records in the event that such access is requested by SFMC for any legitimate purpose, including as a result of any litigation or similar proceeding. SFMC shall also be entitled to make all records available at any time to any governmental agency that requests them.

#### 5. Liabilities and Obligations

- A. SFMC shall have no responsibility or obligation to take any legal or other action against any PLAN participant or other person or entity to enforce the provisions of the PLAN. If PLAN wishes to engage SFMC to provide such services, it shall do so only pursuant to a separate written agreement.
- B. SFMC shall use its best efforts to correctly process claims and pay benefits in accordance with the PLAN and the policies of PLAN. PLAN acknowledges that, because of the great volume of information to be processed by SFMC, errors will occur in the maintenance of eligibility records, in the determination of benefits, and elsewhere. PLAN agrees that SFMC shall not be responsible for the consequences of any such errors, provided that SFMC takes reasonable steps to incorporate such sound business practices as are likely to reasonably control the frequency of such errors. Should errors occur, SFMC shall make a reasonable effort, not including initiating legal or other proceedings, to recover funds mistakenly paid. SFMC shall have no further obligation as a result of any such errors.

#### 6. Hold Harmless

- A. SFMC shall use its best efforts to implement the written instructions as to policy and procedures which it receives from PLAN, provided such are consistent and compatible with the description of services to be performed by SFMC hereunder, and that they are not in violation of or contrary to any laws or regulations, including but not limited to state privacy laws or the Employee Retirement Income Security Act of 1974 ('ERISA').
- B. PLAN agrees to hold SFMC harmless from, and indemnify SFMC against any and all claims, demands, damages, loss costs, and/or expenses, including attorney fees, incurred by SFMC as a result of its performance of the services specified in this AGREEMENT. If PLAN maintains Employee Benefits Error and Omissions insurance coverage, PLAN shall name SFMC as an additional insured hereunder.
- C. PLAN agrees that SFMC shall not be answerable for any action taken by it pursuant to any direction, consent, or other request, reasonably believed by SFMC to be genuine and from an authorized representative of PLAN. SFMC shall not be responsible for relying on erroneous data provided by PLAN or any other person where SFMC had no reason to believe the information to be incorrect.

#### 7. Responsibilities & Relationships

PLAN is:

- A. The Plan Administrator, for purposes of ERISA and the Internal Revenues Code of 1954, as amended, is solely responsible for all duties imposed on the Plan Administrator by these and other laws.
- B. Responsible for the final determination of all claims and the appeals process relating thereto and for following the procedures described in the Plan Document.
- C. Responsible for supplying adequate eligibility and other information on a timely basis to enable SFMC to effectively carry out its duties. SFMC shall be entitled to fully rely on the adequacy and accuracy of such data.
- D. Responsible for providing a Plan Document and a Summary Plan Description, which emit the requirement of ERISA. SFMC may be engaged to produce said documents as provided in the following description of Administrative Services.
- E. Responsible for adequately funding the PLAN and verifying its bank account.

SFMC shall not:

- A. Under any circumstances be liable or reconcile for any policy decisions of the PLAN, the adequacy of funding, or any other functions, which are the responsibility of PLAN.
- B. Be construed to be, or required to take any action, which might make it appear to, be, a Plan Trustee or Plan Administrator (as defined in ERISA). Its duties are agreed to be limited to purely ministerial functions and shall include no other.

8. Notice

Any notice to be given this AGREEMENT shall be in writing, and if given by mail, shall be sent by certified or registered mail, return receipt requested. All notices shall be deemed to have been given when personally delivered or three days after deposit in the U.S. mails. The following addresses shall be used, subject to written notification of change, for billings, correspondence, and notices:

PLAN:	Hanford Elementary School District PO Box 1067 Hanford CA 93232
SFMC:	Joanne A. Chipponeri Executive Director Stanislaus Foundation for Medical Care PO Box 576007 Modesto CA 95357-6007

9. Standard Provisions

The Standard Provisions attached hereto are hereby incorporated into this AGREEMENT.

IN WITNESS WHEREOF, the undersigned have executed this AGREEMENT as of the date herein above stated.

STANISLAUS FOUNDATION FOR  
MEDICAL CARE

HANFORD ELEMENTARY SCHOOL  
DISTRICT

By: <u><i>Joanne A. Chipponeri</i></u> Joanne A. Chipponeri	By: _____
Title: <u>Executive Director</u>	Title: _____
Date: <u>11/16/2016</u>	Date: _____

## CLAIMS ADMINISTRATION

### **Administrative Services**

The FOUNDATION shall process claims presented under the plan established by PAYOR for its designated beneficiaries. The specific tasks to be performed by the FOUNDATION include, but are not limited to, the following:

- Receive claim documents from the PLAN participants and verify their eligibility for benefits upon information provided by PLAN.
- Correspond with claimants regarding any additional information needed to process a claim.
- Review all claims thoroughly to determine that all charges are necessary, usual, reasonable and customary.
- Receive and enter all claims based on the information presented for payment. Claims which are complete, (90%), shall be entered into SFMC's computer within 1-18 calendar days following receipt. If additional information is necessary, SFMC shall request the information promptly.
- Prepare payments to either the provider or claimant as directed by the claim form.
- Invoice PLAN from check registers of processed claims. Plan to pay SFMC by check or wire transfer. Checks will be mailed to providers or employees once funding is received.
- Notify claimants, in writing, of the reasons for denial of any claim.
- Answer all telephone and mail inquiries from participants as to benefits provided.
- Provide information to providers of care as to eligibility of participants based upon information provided by PLAN.
- Establish and maintain files on all claimants showing all claims, whether paid or denied.
- Provide PLAN with such additional data and reports regarding PLAN utilization as may be mutually agreed between PLAN and SFMC from time to time.
- Cooperate fully with PLAN and its representatives including, but not limited to, legal counsel, actuaries, accountants and brokers.
- If requested by PLAN, SFMC shall arrange for the printing of specialized forms such as claim forms, checks, plan booklets, explanations of benefits, stationery, and ID cards needed to administer the PLAN. Such printing and SFMC's time, at its then prevailing hourly rates, shall be at PLAN's expense.



## STANDARD PROVISIONS

1. Except in the case of SFMC's willful misconduct or gross negligence, SFMC's liability under this AGREEMENT shall be limited to performance of the tasks stated and/or correcting its errors. SFMC shall not, under any circumstances, be liable for consequential or special damages, or for delays or other problems caused by strikes, lockout, riots, war, fire, acts of God, governmental regulations, or any other cause beyond its reasonable control.
2. SFMC and PLAN each agree not to offer employment to, during the term of this AGREEMENT (including extensions), and for 180 days thereafter, any employee of the other without obtaining the employer's prior written consent. Since the damages incurred by an employer from the loss of a trained employee are very difficult to assess or determine, the parties agree to pay liquidated damages for breach of this provision equal to the higher of the new or old annual salary of the person hired without consent.
3. Any controversy which the parties do not resolve between themselves, or any disputed claim arising out of or relating to this contract, or the breach thereof, shall be settled by arbitration to be held in San Francisco, California, in accordance with the rules of the American Arbitration Association ('AAA'). Should either party make a written request for arbitration, the parties may agree on an arbitrator and submit the case to him. If a single arbitrator is not agreed to, each side shall appoint an AAA approved arbitrator within 10 days and the two arbitrators shall select a third. The decision of the arbitration panel shall be final, and judgment upon the award rendered may be entered into any court having jurisdiction. Attorneys' fee and all costs of arbitration shall be borne by the non-prevailing party or in such other fashion as the arbitrators may decide. If court proceedings are necessary to collect an arbitration award, the prevailing party may also recover the costs thereof together with attorneys' fees.
4. This is a California contract, and shall be interpreted according to the laws of the State of California.
5. This document is the sole agreement between the parties on this subject, and it may only be amended in writing by properly authorized representatives of both parties. No representation or statement not expressly contained in the AGREEMENT shall be binding on SFMC as a warranty or otherwise.
6. PLAN agrees to pay all of SFMC's invoices by the tenth day of the month in which they are dated. A service charge of 1.5% per month, but not more than the maximum permitted by law, shall be added to any invoice that is not paid in full within 30 days. If an invoice remains unpaid after 90 days, this AGREEMENT shall be conclusively deemed to have been breached by PLAN, and all sums due or projected to be due under the contract until its next expiration date shall be immediately due and payable. Such sum shall then bear interest at the rate stated above. PLAN agrees to reimburse SFMC for all legal and other costs incurred by SFMC in collecting sums due hereunder. SFMC may cease all work for PLAN if an invoice is unpaid after 60 days and shall not be required to resume work until all invoices are current. If SFMC is owed any sums under this AGREEMENT, it shall not be required to deliver any records of PLAN to PLAN, notwithstanding any provisions to the contrary elsewhere in this AGREEMENT.
7. PLAN recognizes that in the course of performing its duties under this AGREEMENT SFMC will necessarily reveal to PLAN, and certain of its employees, valuable trade secrets of SFMC including, but not limited to, the design and other features of SFMC's data processing system. PLAN agrees to keep all such information strictly secret, and to

alert all its employees to the value of this proprietary information and the need to keep it secret. PLAN further agrees to use all such measures as are reasonable necessary to protect these trade secrets.

8. PLAN recognizes that all printed and visually displayed materials provided to it by SFMC are copyrighted by SFMC whether or not they are so marked. Accordingly, such reports, manuals, screen formats, and other similar materials may not be duplicated by PLAN or any other party. Further, such items are provided to PLAN for its sole use and may not, under any circumstances, be provided or distributed to any other party.
9. This contract is binding upon and shall incur to the benefit of the legal successors and assigns of the party.

## ADMINISTRATION FEES

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### HANFORD ELEMENTARY SCHOOL DISTRICT 01/01/2017– 12/31/2018 Exhibit "C"

SERVICE		FEES
Claims Administration		
Medical	\$	
Vision	\$	
Dental	\$	3.75 Per employee per month
Broker / Consultant	\$	
Panel Access Fee	\$	
One-Time Set Up Fee		
Medical	\$	
Vision	\$	
Dental	\$	2.25 Per new enrollee
Initial Benefit Plan	\$	Included
Additional Benefit Plans @ \$25 each per month	\$	25.00 Per month
Custom Programming – PLAN expense	\$	To be determined
Client Reporting:		
Standard Reports – Monthly Eligibility & Statistics	\$	Included
Custom Reports	\$	Fee negotiable
Plan Document/Brochure	\$	Not included
Identification Cards	\$	Included

STANISLAUS FOUNDATION FOR  
MEDICAL CARE

HANFORD ELEMENTARY SCHOOL  
DISTRICT

By: Joanne A. Chipponeri By: \_\_\_\_\_  
 Title: Executive Director Title: \_\_\_\_\_  
 Date: 11/16/2016 Date: \_\_\_\_\_

## HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Joy C. Gabler

FROM: Karen McConnell

DATE: October 27, 2016

FOR: ☒ Board Meeting  
☐ Superintendent's Cabinet

FOR: ☐ Information  
☒ Action

Date you wish to have your item considered: December 14, 2016

**ITEM:** Receive recommended revisions to Administrative Regulation 0430 – Comprehensive Local Plan For Special Education

**PURPOSE:** The following Administrative Regulation reflects changes (see underlined and strikeouts) that are necessary to align with current practices and procedures as well as recommendations by CSBA.

**FISCAL IMPACT:** None

**RECOMMENDATIONS:** Approve

# Hanford ESD

## Administrative Regulation

### Comprehensive Local Plan For Special Education

AR 0430

#### Philosophy, Goals, Objectives and Comprehensive Plans

#### Definitions

Free ~~and~~-appropriate public education (FAPE) means special education and related services that are provided at public expense, under public supervision and direction, and without charge; meet the standards of the California Department of Education; including the requirements of 34 CFR 300.1-300.818; include appropriate preschool, elementary school, or secondary school education for children/individuals between the ages of 3 and 21; and are provided in conformity with ~~the~~student's an individualized education program (IEP) that meets the ~~requirement~~requirements of 34 CFR 300.320-300.324. (34 CFR 300.17, 300.101, 300.104; Education Code 56040)

~~The right to~~ FAPE ~~extends~~applies to students who are suspended or expelled or placed by the district in a nonpublic, ~~non-sectarian~~nonsectarian school. (34 CFR 300.17, 300.101, 300.104);

~~(cf. 6159—Individualized Education Program)~~

~~(cf. 6159.2—Nonpublic, Nonsectarian School and Agency Services for Special Education)~~

Least restrictive environment means that, to the maximum extent ~~-appropriate-~~, students with disabilities, including children/individuals in public or private institutions or other care facilities, be educated with children/individuals who are nondisabled, including the provision of nonacademic and extracurricular services and activities. (34 CFR 300.107, 300.114, 300.117; Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (34 CFR 300.107, 300.114, 300.117; Education Code 56040.1)

Special education means specially designed instruction, provided ~~;~~at no cost to the parent/guardians/guardian, to meet the unique needs of individuals with disabilities, ~~whose educational needs cannot be met with modification of the regular instruction program. It also includes and related services, provided at no cost to the parent/guardian, that may be needed to assist these individuals to benefit from specially designed instruction. Special education provides~~ including a full continuum of program options, including instruction conducted in the classroom, in the home, in hospitals and institutions, and ~~in~~ other settings; and instruction in physical education, to meet the educational and service needs ~~of individuals with disabilities in~~ in the least restrictive environment. (Education Code 56300, 56031)

Special education may include each of the following if the services otherwise meet the definition

in the above paragraph: (Education Code 56031)

1. Speech language pathology services, or any other designated instruction and service or related service, pursuant to Education Code 56363, if the service is considered special education rather than designated instruction and service or related service under state standards
2. Travel training
3. Career technical education
4. Transition services for students with disabilities in accordance with 34 CFR 300.43 if provided as specially designed instruction, or a related service, if required to assist a student with disabilities to benefit from special education

Specially designed instruction means adapting, ~~as appropriate to the needs of an eligible student,~~ the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student's disability and to ensure access of the student to the general curriculum, so that the student can meet the educational standards ~~within the district~~ that apply to all students. in the district. (34 CFR 300.39)

Surrogate parent means an individual assigned to act as a surrogate for the ~~parents~~parent/guardian. The surrogate may represent an individual with disabilities in matters relating to identification, assessment, instructional planning and development, educational placement, reviewing and revising the IEP, and in other matters relating to the provision of FAPE to the individual with disability. (34 CFR 300.519; Education Code 56050)

(cf. 6159.43 - Appointment of Surrogate Parent for Special Education)

#### Elements of the Local Plan

The local plan developed by the special education local plan area (SELPA) shall include, but not be limited to, the following: (Education Code 56205, 56206)

1. Assurances that policies, procedures, and programs, consistent with state law, regulation, and policy, are in effect as specified in Education Code 56205(a)(1-~~21~~22) and in conformity with 20 USC 1412(a) ~~and~~, 20 USC 1413(a)(1). ~~(Education Code 56205)), and 34 CFR 300.201~~
2. An annual budget plan and annual service plan adopted at a public hearing held by the — SELPA. ~~(Education Code 56205).~~
3. A description of programs for early childhood special education from birth through five years of age (Education Code 56205)
4. A description of the method by which members of the public, including parents/guardians of individuals with disabilities who are receiving services under the plan, may address questions or concerns pursuant to Education Code 56205 (Education Code 56205)

5. A description of a dispute resolution process (~~Education Code 56205~~)
6. Verification that the plan has been reviewed by the community advisory committee in accordance with Education Code 56205 (~~Education Code 56205~~)
7. A description of the process being utilized to refer students for special education instruction pursuant to Education Code 56303 (~~Education Code 56205~~)
8. A description of the process being utilized to oversee and evaluate placements in nonpublic, nonsectarian schools and the method for ensuring that all requirements of each student's IEP are being met (~~Education Code 56205~~)

~~(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)~~

9. A description of how specialized equipment and services will be distributed within the local plan area in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environment. (~~Education Code 56206~~)

The local plan, annual budget plan, and annual service plan shall be written in language that is understandable to the general public. (Education Code 56205)

Each entity providing special education shall adopt policies for the programs and services it operates, consistent with agreements adopted pursuant to Education Code 56195.1 and 56195.7. (Education Code 56195.8)

(cf. ~~6164.4 - Identification of Individuals for Special Education~~ 3541.2 - Transportation for Students with Disabilities)  
 (cf. 3542 - School Bus Drivers)  
 (cf. 4112.23 - Special Education Staff)  
 (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))  
 (cf. 6159 - Individualized Education Program)  
 (cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)  
 (cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)  
 (cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)  
 (cf. 6164.41 - Children with Disabilities Enrolled by Their Parents in Private School)  
 (cf. 6164.6 - Identification and Education Under Section 504)

Regulation HANFORD ELEMENTARY SCHOOL DISTRICT

approved: August 1, 2006 Hanford, California

revised: September 5, 2007(4/03 11/06) 3/08

revised: November 9, 2016

approved: \_\_\_\_\_

## HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Joy C. Gabler

FROM: Karen McConnell

DATE: November 10, 2016

FOR: ☒ Board Meeting  
☐ Superintendent's Cabinet

FOR: ☐ Information  
☒ Action

Date you wish to have your item considered: December 14, 2016

**ITEM:** Receive recommended revisions to Administrative Regulation Board Policy 5141.22 – Infections Disease

**PURPOSE:** The following Administrative Regulation reflects changes (see underlined and strikeouts) that are necessary to align with current practices and procedures as well as recommendations by CSBA.

**FISCAL IMPACT:** None

**RECOMMENDATIONS:** Approve



# Hanford ESD

## Board Policy

### Infectious Diseases

BP 5141.22

#### Students

The ~~The Board of Trustees~~ Governing Board desires to protect students from risks posed by exposure to infectious diseases while providing an appropriate education for all students. The Board recognizes that prevention and education are the most effective means of limiting the spread of infectious diseases.

#### Infectious Disease Prevention

The Superintendent or designee shall collaborate with parents/guardians and local health agencies and organizations to develop a comprehensive approach to disease prevention that promotes preventative measures and education of students and staff.

(cf. 1020 - Youth Services)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)

(cf. 5141.26 - Tuberculosis Testing)

(cf. 5141.3 - Health Examinations)

(cf. 5141.31 - Immunizations)

(cf. 5141.32 - Health Screening for School Entry)

(cf. 5141.6 - School Health Services)

The Superintendent or designee shall regularly review resources available from health experts to ensure that district programs are based on the most up-to-date information.

The Superintendent or designee shall ensure that the district's comprehensive health education program provides information about the prevention of infectious diseases, including the nature of bloodborne pathogens and their transmission, as well as information to help prevent the spread of contagious diseases, such as a pandemic influenza. He/she shall also ensure that each school has sufficient infection prevention supplies that are easily accessible to staff.

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

(cf. 6142.8 - Comprehensive Health Education)

#### Universal Precautions

Students and staff shall observe universal precautions in order to prevent exposure to bloodborne pathogens and to prevent the spread of infectious diseases.

(cf. ~~determine whether to admit~~ 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)

(cf. 4119.43/4219.43/4319.43 - Universal Precautions)

The Superintendent or designee shall inform students of the precautions to be used in cases of exposure to blood or other body fluids through injury, accident, or classroom instruction.

(cf. 5141 - Health Care and Emergencies)

(cf. 6145.2 - Athletic Competition)

### Students with Infectious Diseases

The Superintendent or designee shall exclude students only in accordance with law. ~~In making this determination, he/she shall consult the student's parents/guardians, the student's physician and/or the county health department, in accordance with law and consistent with confidentiality provisions, Board policy, and administrative regulation.~~ Because bloodborne pathogens such as hepatitis B virus, hepatitis C virus, and human immunodeficiency virus (HIV) are not casually transmitted, the ~~sole~~ presence of bloodborne pathogens infectious conditions of this type is not, by itself, sufficient reason to exclude students from attending school.

(cf. 5112.2 - Exclusions from Attendance)

(cf. ~~5141.26 - Tuberculosis Testing~~)

(cf. ~~5141.3 - Health Examinations~~)

6164.6 - Identification and ~~(cf. 6158 - Independent Study)~~

(cf. ~~6159 - Individualized Education Program~~ Under Section 504)

(cf. ~~6183 - Home/Hospital Instruction~~)

Parents/guardians are encouraged to inform the Superintendent or designee if their child has an infectious disease so that school staff may work cooperatively with the student's parents/guardians to minimize the child's exposure to other diseases in the school setting. The Superintendent or designee shall ensure that student confidentiality rights are strictly observed in accordance with law. ~~No district employee shall release medical information, including knowledge of a bloodborne pathogen infection, without written consent from the parent/guardian or adult student. Such information shall be shared only with those persons specifically named in the written permission.~~

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5022 - Student and Family Privacy Rights)

(cf. 5125 - Student Records)

(cf. ~~5145.1 - Privacy~~)

~~The Board requires students and staff to routinely observe universal precautions to prevent exposure to bloodborne pathogens and to prevent the spread of all infectious disease.~~

~~(cf. 4119.42/4219.42/4319.42—Exposure Control Plan for Bloodborne Pathogens)~~

~~(cf. 4119.43/4219.43/4319.43—Universal Precautions)~~

~~(cf. 5141.23—Infectious Disease Prevention)~~

~~The Superintendent or designee shall ensure that the district's health education program provides information about the nature of bloodborne pathogens and their transmission.~~

~~(cf. 5141.6—Student Health and Social Services)~~

~~(cf. 6142.2—AIDS Prevention Instruction)~~

~~(cf. 6142.8—Comprehensive Health Education)~~

#### Legal Reference:

##### EDUCATION CODE

48210-48216 Persons excluded

49073-49079 Privacy of pupil records

49403 Cooperation in control of communicable disease and immunization of pupils

49405 Smallpox control

49406 Examination for tuberculosis (employees)

49408 Information of use in emergencies

49602 Confidentiality of student information

51202 Instruction in personal and public health and safety

##### CALIFORNIA CONSTITUTION

Article 1, Section 1 Right to Privacy

##### CIVIL CODE

56-56.37 Confidentiality of Medical Information Act

1798-1798.76 Information Practices Act

##### HEALTH AND SAFETY CODE

120230 Exclusion for communicable disease

120325-120380 Immunization against communicable diseases

120875-120895 AIDS information

120975-121022 Mandated blood testing and confidentiality to protect public health

121475-121520 Tuberculosis tests for pupils

##### CODE OF REGULATIONS, TITLE 8

5193 California bloodborne pathogens standard

##### CODE OF REGULATIONS, TITLE 17

2500-2511 Communicable disease reporting requirements

##### UNITED STATES CODE, TITLE 20

1232g Family Educational and Privacy Rights Act

1400-1482 Individuals with Disabilities Education Act

##### UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

##### CODE OF FEDERAL REGULATIONS, TITLE 45

164.500-164.534 Health Insurance Portability and Accountability Act (HIPAA)

##### COURT DECISIONS

Thomas v. Atascadero Unified School District, (1987) 662 F.Supp. 376

#### Management Resources:

#### CSBA PUBLICATIONS

Saving Lives: AIDS Issues for California Schools 1994, rev. 2006

Avian Influenza, Governance and Policy Services Fact Sheet, April 2006

#### WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

California Department of Public Health: ~~http://www.cdph.ca.gov~~

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Contra Costa County Office of Education, Pandemic Flu Resources:

[http://www.cccoe.k12.ca.us/about/flu/resources\\_flu\\_action\\_kit](http://www.cccoe.k12.ca.us/about/flu/resources_flu_action_kit)

U.S. Government Pandemic Flu Information: <http://www.pandemicflu.gov>

#### Policy HANFORD ELEMENTARY SCHOOL DISTRICT

~~adopted: May 16, 2001 Hanford, California(3/93 7/99) 7/06~~

revised: November 9, 2016

approved: \_\_\_\_\_

**HANFORD ELEMENTARY SCHOOL DISTRICT**  
**AGENDA REQUEST FORM**

TO: Joy Gabler

FROM: Doug Carlton

DATE: November 10, 2016

For: ☒ Board Meeting  
☐ Superintendent's Cabinet

For: ☐ Information  
☒ Action

Date you wish to have your item considered: December 14, 2016

**ITEM:** Consider for approval BP 0510. The following Board Policy reflect changes (see underlined and strikeouts) that are necessary to align with current practices and procedures as well as recommendations by CSBA due to State and Federal law mandates and Education Code changes.

**PURPOSE:** These changes reflect the expiration of No Child Left Behind (NCLB) and the implementation of Every Student Succeeds Act (ESSA).

**FISCAL IMPACT:** Approximately \$3 million in federal Title I, Title, and Title III funds

**RECOMMENDATION:** Approve BP 0510

# Hanford ESD

## Board Policy

### School Accountability Report Card

BP 0510

#### Philosophy, Goals, Objectives and Comprehensive Plans

Education Code 35256 requires the Governing Board of Trustees shall to annually issue a school accountability report card (SARC) for each school site reporting all conditions listed in Education Code 35256) Such report cards shall be designed to inform parents/guardians 33126 and 41409.3. The goal of the community about conditions, needs and progress at each school and to help SARC is to provide data by which parents/guardians can make meaningful comparisons between schools. In addition, the process of developing the report cards gives the school staff opportunities to review achievements, identify areas for improvement, enlist local support and establish a vision for the future, thus enabling them to make informed decisions regarding which school they wish their children to attend.

The Governing Board recognizes its responsibility to inform parents/guardians and the community about the conditions, needs, and progress at each district school and to provide data by which parents/guardians can make meaningful comparisons between schools. The process of gathering and analyzing data also provides opportunities for school and district staff to review achievements and identify areas for improvement.

The Board shall annually issue a school accountability report card (SARC) for each school site. (Education Code 35256)

In preparing the district's report cards, the Superintendent or designee may choose to use or adapt the model template provided by the California Department of Education. If the model template is not used, the Superintendent or designee shall ensure that data are reported in a manner that is consistent with the definitions for school conditions as provided in the template. At least every three years, the Board shall compare the content of the district's report cards to the state's model template, recognizing that variances are allowed by law as necessary to meet local needs. (Education Code 33126.1, 35256)

The Board shall annually approve the SARCs for all district schools and shall evaluate the data contained in the SARCs as part of the Board's regular review of the effectiveness of the district's programs, personnel, and fiscal operations.

The Superintendent or designee shall maintain a process for developing annual report cards for each school site with input from all segments of the school community. (cf. 9000 - Role of the Board)

The Superintendent or designee shall develop strategies for communicating the information contained in the ~~eards~~ SARCs to all stakeholders, including opportunities for staff and the

community to discuss their content.

### Notification and Dissemination of SARCs

The Superintendent or designee shall annually publicize the issuance of school accountability report cards the SARCs and notify parents/guardians that a paper copy will be provided upon request. On or before February 1 of each year, the Superintendent or designee shall make the SARCs available in paper copy and on the Internet. (Education Code 35256)

~~The Superintendent or designee shall ensure that the information contained in the school accountability report card is accessible on the Internet and that the information is updated annually. (Education Code 35258)~~

### Legal Reference:

#### EDUCATION CODE

- 1240 County superintendent, general duties
- 17002 Definition, including good repair
- 17014 Plan for building maintenance
- 17032.5 Portable classroom maintenance
- 17070.15 School Facilities Act; definitions
- 17089 Portable classroom maintenance
- 33126 School Accountability Report Card
- 33126.1 School Accountability Report Card model template
- 33126.15 School Accountability Report Card template
- 33126.2 Secretary of Education school accountability report card study
- 35256 School Accountability Report Card
- 35256.1 Information required in the School Accountability Report Card
- 35258 Internet access to the School Accountability Report Card
- 41409 Calculation of statewide averages
- 41409.3 Salary information required in the School Accountability Report Card
- 46112 Minimum school day for grades 1 through 3
- 46113 Minimum school day for grades 4 through 8
- 46117 Minimum kindergarten school day
- 46141 Minimum school day (high school)
- 51225.3 Requirements for graduation
- 52052 Academic performance index
- ~~52056 Meeting growth targets~~
- 60119 Textbook sufficiency
- 60600-60618 General provisions
- ~~60640-60648 Standardized testing~~ 60649 California Assessment of Student Performance and reporting program Progress
- 60800 Physical fitness testing
- 60850 High school exit examination
- 60851 High school exit examination

**CALIFORNIA CONSTITUTION**

Article 16, Section 8.5(e) Allocations to State School Fund

UNITED STATES CODE, TITLE 20

6311 State plans, including local educational agency report cards

**Management Resources:**

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Report Cards, September 12, 2003

**WEB SITES**

CSBA, SARC Select: <http://www.csba.org/Services/Services/DistrictServices/SARC.aspx>

California Department of Education, School Accountability Report Card:

<http://www.cde.ca.gov/ta/ac/sa>

U.S. Department of Education, No Child Left Behind Act: <http://www.nclb.gov>

**Policy HANFORD ELEMENTARY SCHOOL DISTRICT**

adopted: January 20, 1999 Hanford, California

revised: September 19, 2001

revised: May 11, 2005

revised:



**HANFORD ELEMENTARY SCHOOL DISTRICT**  
**AGENDA REQUEST FORM**

TO: Joy Gabler

FROM: Doug Carlton

DATE: November 10, 2016

For: ☒ Board Meeting  
☒ Superintendent's Cabinet

For: ☐ Information  
☒ Action

Date you wish to have your item considered: December 14, 2016

**ITEM:** Consider for approval BP/AR/E 0520.2. The following Board Policy, Administrative Regulation, and Exhibit reflect changes (see underlined and strikeouts) that are necessary to align with current practices and procedures as well as recommendations by CSBA due to State and Federal law mandates and Education Code changes.

**PURPOSE:** These changes reflect the expiration of No Child Left Behind (NCLB) and the implementation of Every Student Succeeds Act (ESSA).

**FISCAL IMPACT:** Approximately \$3 million in federal Title I, Title, and Title III funds

**RECOMMENDATION:** Approve revisions to BP/AR/E 0520.2

# Hanford ESD

## Board Policy

### Title I Program Improvement Schools

BP 0520.2

#### Philosophy, Goals, Objectives and Comprehensive Plans

The Governing Board ~~of Trustees~~ is committed to enabling all district students to meet state academic achievement standards and to narrowing the achievement gap among student groups. To that end, the ~~Board shall assist all~~ district shall provide support and assistance to increase student achievement in any school that receives schools, including those receiving federal Title I funding and has been identified funds, to achieve adequate yearly progress, as defined by the California Department State Board of Education as a program improvement (PI) school.

~~(cf. 4112.24 — Teacher Qualifications Under the No Child Left Behind Act)~~

(cf. 6011 - Academic Standards)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests~~Standardized Testing and Reporting Program~~)

(cf. 6171 - Title I Programs)

~~The~~Whenever a district school is identified by the California Department of Education as in need of program improvement (PI), the Superintendent or designee shall ensure that school improvement strategies developed for any PI school efforts are coordinated, and aligned, and effectively implemented. ~~He/she shall also revise the school's Single Plan for Student Achievement in accordance with law and as specified in~~ administrative regulation and the Board-approved school improvement plan.

(cf. 0420 - School Plans/Site Councils)

(cf. 0460 - Local Control~~0420.1 — School Based Program Coordination~~)

~~(cf. 0520.4 — Quality Education Investment Schools)~~

~~Depending on the length of time a district school has been identified for PI, the district shall provide opportunities for student transfers, supplemental educational services, other corrective actions, and~~ Accountability Plan)~~/or restructuring in accordance with law.~~

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 6179 - Supplemental Instruction)

As necessary, the Board shall determine corrective actions for schools in Year 3 of PI and/or restructuring options for schools in Year 4 of PI or beyond.

Whenever a school is identified for Year 4 PI but is not identified as a "persistently lowest achieving school" pursuant to Education Code 53201, the parents/guardians of students attending that school may petition the Board to implement an intervention for the purpose of improving academic achievement or student safety, provided that the state limit on the number of such schools has not yet been reached. To be considered by the Board, the petition shall contain all required content and signatures and specify one of four intervention models (i.e., turnaround model, restart model, school closure, or transformation model) or an alternative governance arrangement, as described in 5 CCR 4803-4807. The district shall implement the option requested by the parents/guardians unless, at a regularly scheduled public hearing, the Board makes a finding in writing stating the reason it cannot implement the recommended option and instead designates one of the other options to be implemented. (Education Code 53300-53303; 5 CCR 4800-4808)

#### Program Evaluation

The Superintendent or designee shall develop an annual report card that includes the information specified in 20 USC 6311 for each district school and for the district as a whole. The required information may be incorporated into each school's school accountability report card. (20 USC 6311)

~~The Board shall annually review the adequate yearly progress of each district school based on state academic assessments and other indicators specified in the state plan for the No Child Left Behind Act. The Superintendent or designee shall publicize and disseminate the results of this review to parents/guardians, principals, schools, and the community so that the instructional program can be continually refined to help all students meet state academic standards. (20 USC 6316)~~

(cf. 0510 - School Accountability Report Card)

(cf. 6190 - Evaluation of the Instructional Program)

The report card shall be concise, presented in an understandable and uniform format and, to the extent practicable, in a language that parents/guardians can understand. It shall be made accessible to the public on the district's web site. (20 USC 6311)

~~The Board and Superintendent or designee also shall review the effectiveness of the actions and activities carried out by PI schools with respect to parental involvement, professional development, and other PI activities. (20 USC 6316)~~

(cf. ~~1113 - District and School Web Sites~~~~4131—Staff Development~~)  
(cf. ~~6020—Parent Involvement~~)

As necessary based on the results of ~~this evaluation~~~~these evaluations~~, the Board may require the Superintendent or designee to review and revise any of the school's reform plans, including the school's Single Plan for Student Achievement, allocate additional resources toward the implementation of the plan, and/or require more frequent monitoring of the school's progress in order to raise student achievement.

#### Legal Reference:

##### EDUCATION CODE

35256 -School accountability report card

53200-53203 -Persistently lowest achieving schools

53300-53303 -Parent Empowerment Act

~~60642.5—California Standards Tests~~

~~60850-60856—High School Exit Examination~~

64000 -Categorical programs included in consolidated application

64001- Single school plan for student achievement, consolidated application programs

##### CODE OF REGULATIONS, TITLE 5

11992-11994 -Persistently dangerous schools, definition

~~13075-13075.9—Supplemental educational services~~

4800-4808 -Parent Empowerment petitions

##### UNITED STATES CODE, TITLE 20

1232g -Family Educational Rights and Privacy Act

6301 -Title I program purpose

~~6311 State plan; state and local educational agency report cards~~

~~6311—Adequate yearly progress~~

6312 -Local educational agency plan

6313- Eligibility of schools and school attendance areas; funding allocation

~~6316—School improvement~~

7912- Persistently dangerous schools

##### UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act

##### CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 -Family Educational Rights and Privacy

~~200.13-200.20—Adequate yearly progress~~

~~200.30-200.35—Identification of program improvement schools~~

~~200.36-200.38—Notification requirements~~

~~200.39-200.43—Requirements for program improvement, corrective action, and restructuring~~

~~200.44—School choice option~~

~~200.45-200.47—Supplemental educational services~~

~~200.48—Funding for transportation and supplemental services~~

200.49-200.51 -State responsibilities

200.52-200.53 -District improvement

# Management Resources:

## CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Every Student Succeeds Act 2016-17 School Year Transition Plan, April 2016

2008 Adequate Yearly Progress Report Information Guide, August 2008

California's Accountability Workbook

## FEDERAL REGISTER

Final Rule and Supplementary Information, October 29, 2008. Vol. 73, No. 210, pages 64436-64513

## U.S. DEPARTMENT OF EDUCATION PUBLICATIONSGUIDANCE

Transitioning to the Every Student Succeeds Act (ESSA): Frequently Asked Questions, rev. May 4, 2016

Public School Choice, January 14, 2009

Supplemental Educational Services, January 14, 2009

## WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Program Improvement:

<http://www.cde.ca.gov/ta/ac/ti/programimprov.asp>

U.S. Department of Education, No Child Left Behind: <http://www.ednclb.gov>

## Policy HANFORD ELEMENTARY SCHOOL DISTRICT

adopted: April 23, 2003 Hanford, California

revised: February 9, 2005

revised: September 16, 2009

revised: December 11, 2013

revised: January 22, 2014

# Hanford ESD

## Administrative Regulation

### Title I Program Improvement Schools

AR 0520.2

#### Philosophy, Goals, Objectives and Comprehensive Plans

#### Definitions

~~Adequate yearly progress (AYP) encompasses the following four requirements:~~

- ~~1. Annual measurable objectives: Achievement of the statewide annual measurable objectives (AMOs) on English language arts (ELA) and mathematics assessments (schoolwide/districtwide and subgroups). AMOs are the minimum required percentages of students at proficient or above in each content area.~~
- ~~2. Participation rate: Achievement of 95 percent student participation rate on ELA and mathematics assessments (schoolwide/districtwide and subgroups) or average of 95 percent over a three year period.~~
- ~~3. Academic Performance Index (API): Growth in the API score of at least one point or a minimum growth API as defined annually by the State Board of Education (SBE) (schoolwide/districtwide).~~
- ~~4. Graduation Rate: Improvement in the graduation rate of at least .1 percent or a graduation rate of 100 percent (schoolwide/districtwide). This applies only to high schools and districts with high school students.~~

~~At or above the proficient level, for students in grades 2-8, means the percentage of students scoring at the proficient or advanced level on the California Standards Tests. At the high school level, proficiency is determined by equivalent levels on the California High School Exit Examination as determined by the SBE. For special education students, proficient is limited to the performance on the California Alternate Performance Assessment (CAPA).~~

~~(cf. 6162.51—Standardized Testing and Reporting Program)~~

~~(cf. =~~

#### Year 1 Program Improvement

For 6162.52—High School Exit Examination)

~~Eligibility for supplemental education services is based on family income. (34 CFR 200.45)~~

~~Numerically significant subgroups include economically disadvantaged students, students from—~~

~~major racial and ethnic groups, students with disabilities and students with limited English proficiency. For purposes of determining AYP, a significant subgroup is at least 100 students, or 50 students who represent at least 15 percent of the students to be tested.~~

~~Program improvement school is a school receiving federal Title I funds that has failed to make AYP for two or more consecutive school years on the same indicator (i.e., AMOs for ELA and mathematics, participation rate, API, graduation rate).~~

### ~~Year One Program Improvement~~

~~When any Title I school is identified for Year One Program Improvement: (20 USC 6316)~~

~~1. The Superintendent or designee shall provide students enrolled in the school the option of transferring to another district school in its first year of or charter school that has not been identified for program improvement, as described below under "Student Transfers."~~

~~(cf. (PI), the Superintendent or designee 0420.4 Charter Schools)~~

~~2. The principal and school community shall implement develop or revise a school two-year improvement plan that was approved in accordance with 20 USC 6316, for approval by the Governing Board of Trustees.~~

~~(cf. =~~

~~0420 School Plans/Site Councils)~~

~~(cf. 6171 - Title I Programs)~~

~~The Within 45 days of receiving the plan, the Board of Trustees shall establish a peer review process to assist with the review of the plan, work with the school as necessary, and approve the plan if it meets the requirements of law. (20 USC 6316)~~

~~The school shall implement the improvement plan no later than the beginning of the next full-school year following the school's identification for program improvement, or, if the plan has not been approved prior to beginning the school year, immediately upon approval of the plan. (20 USC 6316)~~

~~As the school develops and implements the school plan, the Superintendent or designee shall ensure that the school receives technical assistance either from the district, the California Department of Education (CDE), an institution of higher education, a private organization, an educational service agency, or another entity with experience in helping schools improve academic achievement, including assistance in: (20 USC 6316)~~

1. Analyzing data from state assessments ~~assessment data~~ and other examples of student work to identify and address problems in instruction and/or problems in implementing Title I requirements pertaining to parent involvement, professional development, or school and district responsibilities identified in the school ~~school's Title I~~ plan

2. Identifying and implementing professional development, instructional strategies, and methods of instruction that are derived from~~based on~~ scientifically based research and that have proven effective in addressing the specific instructional issues that caused the school to be identified for PI~~school improvement~~

3. Analyzing and revising the school's budget so that the school's resources are more effectively allocated to the activities most likely to increase student achievement and ~~to remove~~ the school from PI~~program improvement~~ status

(cf. 3100 - Budget)

Year 2~~Two~~ Program Improvement

For any district~~Title I~~ school in its second year of PI~~that fails to make AYP by the end of the first full school year after being identified for Program Improvement~~, the Superintendent or designee shall continue to implement the school improvement plan and to provide for technical assistance in accordance with the section "Year 2 (20 USC 6316)"

1. ~~Continue to provide all elements of Year One Program Improvement~~ above.

In addition, the Superintendent or designee shall arrange~~2. Arrange~~ for the provision of alternative support~~supplemental educational services~~ to eligible students from low-income families ~~by a provider with a demonstrated record of effectiveness~~, as described below in the section "Alternative Supports."~~under "Supplemental Educational Services"~~

3. ~~Continue to provide for technical assistance~~

Year 3~~Three~~ Program Improvement: Corrective Action

~~After~~When a school continues to fail to make AYP by the end of the second full school year after identification for PI~~program improvement (four consecutive years of failure to make AYP)~~, the Superintendent or designee shall continue to implement~~provide~~ all elements of Year 1~~One~~ and Year 2 PI specified above, as well as the corrective action(s) determined by the ~~Two Program Improvement. In addition, the Board, which may include: shall take at least one of the following corrective actions: (20 USC 6316)~~

1. \_\_\_\_\_

~~1. Replacing~~Replace school staff relevant to the failure

(cf. 4113 - Assignment)

(cf. 4114 - Transfers)

(cf. 4314 - Transfers)

2. Implementing~~2. Implement~~ a new curriculum and related professional development

(cf. 4131 - Staff Development)



(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 6141 - Curriculum Development and Evaluation)

3. Significantly ~~decreasing~~decrease management authority at the school level

4. ~~Appointing~~Appoint an outside expert to advise the school

5. ~~Extending~~Extend the school year or school day for the school

(cf. 6111 - School Calendar)

(cf. 6112 - School Day)

6. ~~Restructuring~~Restructure the internal organization of the school

Year ~~4 Program Improvement~~Four and Beyond: ~~Restructuring Program Improvement~~

For any school ~~in Year 4 of PI or beyond that continues to fail to make AYP after one full year of corrective action~~, the Superintendent or designee shall continue to ~~implement~~provide all elements of ~~Year One and Year 1 and Year 2 PI specified above, as well as Two Program Improvement. In addition, the Board shall implement~~ one of the following options for alternative governance and restructuring, ~~as determined by the Board: consistent with California law: (20 USC 6316)~~

1. Reopening

~~1. Reopen~~ the school as a charter school

2. Replacing

~~2. Replace~~ all or most of the school staff relevant to the failure

3. ~~Entering~~Enter into a contract with an entity with a demonstrated record of effectiveness to operate the school

4. ~~Turning~~Turn the operation of the school over to the ~~CDE~~California Department of Education

5. ~~Instituting~~Institute any other major restructuring of the school's governance arrangements that makes fundamental reforms

Alternative Supports

In any~~Notifications~~

~~Whenever a school is identified for program improvement, corrective action or restructuring, the~~

~~Superintendent or designee shall promptly notify parents/guardians of students enrolled in that school. The notification shall include: (20 USC 6316)~~

- ~~1. An explanation of what the identification means, and how the school compares in terms of academic achievement to other elementary or secondary schools in the district and state~~
- ~~2. The reasons for the identification~~
- ~~3. An explanation of what the school is doing to address the problem of low achievement~~
- ~~4. An explanation of what the district or state is doing to help the school address the achievement problem~~
- ~~5. An explanation of how parents/guardians can become involved in addressing the academic issues that caused the school to be identified for program improvement~~
- ~~6. An explanation of the option to transfer to another district school or charter school or to obtain supplemental educational services~~

~~(cf. 5145.6—Parental Notifications)~~

~~The Superintendent or designee shall disseminate information about corrective actions taken at any district school to the parents/guardians of each student in that school and to the public through such means as the Internet, the media and public agencies. (20 USC 6316)~~

~~The Superintendent or designee shall promptly notify teachers and parents/guardians whenever a school is identified for restructuring and shall provide them adequate opportunities to comment before taking action and to participate in developing any plan for restructuring school governance. (20 USC 6316)~~

~~All notifications pertaining to program improvement shall be written in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand. (20 USC 6316)~~

#### ~~Student Transfers~~

~~All students enrolled in a Title I school that is identified for program improvement in Year 2 PI or One and beyond shall be provided an option to transfer to another district school or charter school that: (20 USC 6316; 34 CFR 200.44)~~

- ~~1. Has not been identified for program improvement, corrective action or restructuring~~
- ~~2. Has not been identified by the California Department of Education as a "persistently dangerous" school pursuant to 20 USC 7912~~

~~(cf. 0450—Comprehensive Safety Plan)~~

~~(cf., eligible 5116.1—Intradistrict Open Enrollment)~~

~~Among these students, priority shall be given to the lowest achieving students from low-income families, as defined by the district for purposes of allocating Title I funds.—(20 USC 6316)~~

~~If shall be two or more district schools are eligible to accept transfers based on criteria listed in items #1-2 above, the district shall provide a choice of more than one such school and shall take into account parent/guardian preferences among the choices offered.—(34 CFR 200.44)~~

~~School capacity shall not be used to deny transfer opportunities to students. However, the Superintendent or designee may consider capacity in selecting schools that will be offered as alternatives for school choice. The Board may increase capacity in eligible district schools to accommodate all students who wish to transfer.~~

~~The transfer option shall be offered not later than the first day of the school year following administration of the assessments that resulted in the identification of the school for program improvement, corrective action or restructuring. (34 CFR 200.44)~~

~~An explanation of the option to transfer to another public school shall be promptly provided to parents/guardians of each student enrolled in an identified school. Such notice shall be provided in an understandable and uniform format and, to the extent practicable, in a language that the parents/guardians can understand.—(20 USC 6316)~~

~~Notice of the transfer option shall:~~

- ~~1. Inform parents/guardians that their child is eligible to attend another public school due to the identification of the current school as in need of improvement~~
- ~~2. Identify each public school or public charter school that the parent/guardian can select~~
- ~~3. Explain why the choices made available to them may have been limited~~
- ~~4. Provide information on the academic achievement of the school(s) to which the student may transfer (34 CFR 200.37)~~
- ~~5. Explain the provision of transportation to the new school (34 CFR 200.37)~~

~~The notice may include other information about the school(s) to which the student may transfer, such as a description of any special academic programs or facilities, the availability of before- and after-school programs, the professional qualifications of teachers in the core academic subjects, and a description of parent involvement opportunities. (34 CFR 200.37)~~

~~In addition to mailing notices directly to parents/guardians, the Superintendent or designee shall provide information about transfer options through broader means, such as the Internet, the media, and public agencies serving students and their families. (34 CFR 200.36)~~

~~The Superintendent or designee may establish reasonable timelines for parents/guardians to indicate their intent to transfer their child and for the district to notify parents/guardians of the school assignment.~~

~~The Superintendent or designee may require parents/guardians to rank order their preferences from among schools that are eligible to receive transfer students. Parents/guardians may decline their assigned school and remain in their school of origin.~~

~~The district shall provide, or shall pay for the provision of, transportation for the student to the public school that student chooses to attend. (20 USC 6316)~~

~~(cf. 3540—Transportation)~~

~~To ensure that transportation may be reasonably provided, the Superintendent or designee may establish transportation zones based on geographic location. Transportation to schools within a zone shall be fully provided, while transportation outside the zone may be partially provided.~~

~~Any student who transfers to another school may remain in that school until he/she has completed the highest grade in that school. However, the district shall not be obligated to provide, or pay for the provision of, transportation for the student after the end of the school year that the school of origin is no longer identified for program improvement, corrective action or restructuring. (20 USC 6316; 34 CFR 200.44)~~

~~If all district schools are identified for program improvement, corrective action or restructuring, the Board shall, to the extent practicable, establish a cooperative agreement with other local educational agencies in the area for an interdistrict transfer. (20 USC 6316)~~

~~(cf. district-selected alternative supports5117—Interdistrict Attendance)~~

### ~~Supplemental Educational Services~~

~~When required by law, supplemental educational services shall be provided outside the regular school day and shall be specifically designed to improve their academic achievement. Alternative supports may include, but are not limited to, any of the following:increase achievement of eligible students from low income families on state academic assessments and to assist them in attaining state academic standards. (20 USC 6316)~~

~~(cf. =~~

~~1. Academic support offered during school hours, before school, after school, during intercession, and/or during summer learning programs  
6011—Academic Standards)~~

~~(cf. 5148.2 - Before/After School Programs)~~

~~(cf. 6176 - Weekend/Saturday Classes)~~

~~(cf. 6177 - Summer Learning Programs)~~

~~(cf. 6179 - Supplemental Instruction)~~

2. Small group instruction and/or pull-out interventions offered during the regular school day

3. Interventions offered during After School Education and Safety or 21st Century Community Learning Center programs  
~~is required to provide~~

4. High quality academic tutoring

5. Provision of supplemental materials that support alternative supported educational services,  
~~the Superintendent or designee shall annually notify parents/guardians of:~~

6. Provision of a crisis, intervention, and/or academic counselor to meet with eligible students

7. Services and programs that remove barriers to promote academic achievement of eligible students

The types of alternative supports and the criteria used to identify eligible students may be included in the district's local control and accountability plan and shall be consistent and aligned with local priorities.

~~1. The availability of supplemental educational services (20 USC 6316)~~

~~2. The identity of approved providers that are within (cf. 0460 - Local Control and Accountability Plan)~~

If the district contracts with outside entities or community partners to provide alternative supports to eligible students  
~~or are reasonably available in neighboring local educational agencies (20 USC 6316)~~

~~3. The identity of approved providers that are accessible through technology, such as distance learning~~

~~4. The services, qualifications and demonstrated effectiveness of each provider (20 USC 6316)~~

~~5. The procedures and timelines that parents/guardians must follow to select a provider~~

~~Within a reasonable period of time established by the Superintendent or designee, parents/guardians shall select a service provider from among those approved by the SBE. Upon request, the Superintendent or designee shall assist parents/guardians in choosing a provider. (20 USC 6316)~~

~~The Superintendent or designee shall ensure that no electronic device eligible students with disabilities, students covered under Section 504 and students with limited English proficiency~~

~~receive appropriate supplemental educational services with any necessary accommodations or other items of value are given, retained, or used as an incentive or achievement award and that funds are expended only on direct services to eligible students. language assistance. —(34 CFR–200.46)~~

~~The If no provider is able to make the services available to such students, the district shall provide these services with necessary accommodations or language assistance, either directly or through a contract. Supplemental educational services shall be consistent with a student's individualized education program or Section 504 plan.~~

~~(ef. 6159—Individualized Education Program)~~

~~(ef. set aside a reasonable amount of Title I, Part A funds 6164.4—Identification and Evaluation of Individuals for Special Education)~~

~~(ef. 6164.6—Identification and Education Under Section 504)~~

~~(ef. alternative supports. Whenever the district does not have sufficient funds to serve all eligible students, it may give 6174—Education for English Language Learners)~~

~~If available funds are insufficient to provide supplemental educational services to each eligible student whose parents/guardians request those services, priority shall be given to the lowest achieving PI schools or eligible students. —(20 USC 6316)~~

~~If the number of parents/guardians selecting a particular provider exceeds the capacity of that provider, priority shall be given to the lowest achieving eligible students attending a PI school. The-~~

~~Once a provider has been selected by a parent/guardian, the Superintendent or designee may identify the lowest achieving eligible students based on assessment scores, grades, shall enter into an agreement with the provider. The agreement shall: (20 USC 6316)~~

- ~~1.——Require the district to develop, in consultation with the parents/guardians and the provider, a statement of specific achievement goals for the student, how the student's progress will be measured, and a timetable for improving achievement. In the case of a student with disabilities, the statement shall be consistent with the student's individualized education program.~~
- ~~2.——Describe how the student's parents/guardians and teacher evaluations,(s) will be regularly informed of the student's progress.~~
- ~~3.——Provide for the termination of the agreement if the provider is unable to meet such goals and timetables.~~
- ~~4.——Contain provisions with respect to the district making payments to the provider.~~
- ~~5.——Prohibit the provider, without written parent/guardian permission, from disclosing to the public the identity of any student eligible for or another locally defined measure receiving supplemental educational services.~~

Regulation HANFORD ELEMENTARY SCHOOL DISTRICT  
approved: May 19, 2004 Hanford, California  
revised: February 9, 2005  
revised: September 16, 2009  
revised: December 11, 2013  
revised: January 22, 2014

**DELETE****Hanford ESD****Exhibit****Title I Program Improvement Schools**~~E-0520.2-~~~~**Philosophy, Goals, Objectives and Comprehensive Plans**~~~~PARENTAL NOTIFICATION:~~~~OPTION TO TRANSFER OUT OF PROGRAM IMPROVEMENT SCHOOL~~~~Dear Parent/Guardian:~~

~~The purpose of this letter is to inform you that \_\_\_\_\_ School continues to be identified as a Program Improvement (PI) school under the federal No Child Left Behind (NCLB) Act of 2001. It is now a PI Year \_\_\_\_ school.~~

~~What is PI? NCLB requires the state and district to review annually the academic progress of federally funded Title I schools and to identify schools in need of improvement. These schools are identified as PI schools after two consecutive years of not making adequate yearly progress (AYP). California determines AYP by considering the following four measures:~~

~~\* The percentage of students scoring at the "proficient" or "advanced" level on the California Standards Tests for English language arts and mathematics~~

~~\* The percentage of students participating in those tests~~

~~\* The graduation rate for high schools~~

~~\* California's own accountability measurement of progress, the Academic Performance Index (API)~~

~~Why is our school identified as PI? The reason our school continues in PI is because it did not achieve AYP in \_\_\_\_\_ school year. The AYP area(s) that caused the identification are:~~

~~\* \_\_\_\_\_~~

~~\* \_\_\_\_\_~~

~~\* \_\_\_\_\_~~

~~The school's \_\_\_\_\_ Accountability Progress Report may be obtained from the school or on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/ay>.~~



~~Public school choice: What right does a parent have to request a transfer to a school that is not in PI? All parents/guardians of students attending a PI school have the right to request a transfer of their child(ren) to a non-PI district school with district paid transportation.~~

~~For parents who select this option, the district will provide transportation to the non-PI school for as long as the home school continues to be identified as a PI school. If the home school exits PI by making AYP for two consecutive years, the student can remain at the school; however, transportation will no longer be district paid. If the demand for choice exceeds funds available, priority will be given to lowest achieving, low-income students.~~

~~If you are interested in transferring your child to a non-PI school in the district for the \_\_\_\_\_ school year, please select from the following schools. Your preference of a non-PI school will be taken into consideration. (The district will list the non-PI schools for transfer. The letter must also provide specific school information, including a description of academic achievement of the school. Include at least two indicators such as percent of students proficient or above in English language arts and mathematics, and the school's API score. Put these indicators in the context of the state targets.)~~

~~English language Arts Mathematics~~

~~Percent Proficient or above\*\* Percent Proficient of  
\_\_\_\_\_above\*\*~~

~~Name of School \_\_\_\_\_ API Scores \* (Elementary target = \_\_\_\_%) (Elementary target = \_\_\_\_%)~~

~~800~~

~~\* \_\_\_\_\_ 800 on the API = Meeting the state proficiency target for schools on the Academic Performance Index~~

~~\*\* \_\_\_\_\_ Percentage targets vary by grade level span.~~

~~For more information about any of these schools, please contact the district at 585-3667. You may also go to the district's Web site at <http://www.hesd.k12.ca.us>.~~

~~To apply for a public school choice transfer from a PI school, or if you need assistance or have questions, please contact Liz Simas in the office of Child Welfare and Attendance Office at 585-3642.~~

~~Supplemental educational services (SES): How does a parent obtain a provider for their child?—Students from low-income families at continuing PI schools, whose parents did not select a public school choice option, are eligible for free SES. These services are classes or tutoring which occur outside the regular school day with educational providers approved by the State Board of Education. If the number of eligible students who apply for the SES program exceeds—~~

~~the financial resources available, the lowest achieving students from low income families will receive SES first.~~

~~If you are interested in SES, please review the attached list of providers willing to serve the district and return the attached SES application form to the district by [date]. If you need assistance in making a selection of an SES provider(s) for your child(ren), please contact [name of person or office] at [phone number].~~

~~What will the school do to address the problem of low achievement?—We are working closely with the district staff to revise our school plan to include:~~

~~\* Strategies, policies, and practices that utilize scientifically based research and have the greatest likelihood of ensuring that all groups of students will meet the state's achievement targets~~

~~\* High quality professional development for school staff that will lead to removing the school from PI status~~

~~\* Strategies to promote effective parental involvement in the school~~

~~What are the district and state doing to support schools in PI Year 5 (Restructuring Implementation)?—Our district is working closely with the CDE to improve curriculum, instruction, and student performance. Schools in PI Year 5 must implement the restructuring plan for alternative governance written during the previous year. The implementation of the restructuring plan will be monitored by the local district.~~

~~How can parents become involved?—Research shows that strong parental involvement leads to student success at school. Parents interested in partnering with the school are encouraged to contact the school for additional information regarding:~~

~~\* Parental involvement policies~~

~~\* School-parent compact~~

~~\* Ongoing parent/community meetings~~

~~\* Advisory committee/school site council meetings~~

~~\* Parent volunteer opportunities~~

~~We will keep you updated and informed about opportunities to discuss plans for our school. If you have questions, need additional information on how you can get involved in our school improvement efforts, or would like to discuss the school's instructional program and PI status, please feel free to call me and/or visit the school.~~

Exhibit ~~HANFORD ELEMENTARY SCHOOL DISTRICT~~  
 version: ~~September 16, 2009~~ ~~Hanford, California~~

~~E(2) 0520.2~~

## ~~TITLE I PROGRAM IMPROVEMENT SCHOOLS~~

### ~~PARENT/GUARDIAN INTRADISTRICT TRANSFER REQUEST BASED ON SCHOOL'S PROGRAM IMPROVEMENT STATUS~~

~~Instructions: To request a transfer for your child out of a school that has been identified for  
 [program improvement, corrective action or restructuring], please complete the following form  
 and return it by [return date] to [the district office or to the principal at your child's school]. You  
 will be notified by [date] regarding your child's school assignment for the next school year and  
 your options if you decide to decline the school assignment at that time.~~

~~Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ DOB: \_\_\_\_\_~~

~~Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ DOB: \_\_\_\_\_~~

~~To: \_\_\_\_\_~~

~~From: \_\_\_\_\_~~

~~Parent/Legal Guardian: \_\_\_\_\_~~

~~Address: \_\_\_\_\_ Phone: \_\_\_\_\_~~

~~Student qualifies for special services as marked below:~~

~~Special Day (SDC)~~

~~\_\_\_\_\_ RSP~~

~~\_\_\_\_\_ Speech~~

~~Reason for Request~~

~~Child Care Needs:~~

~~Name of Child Care Provider: \_\_\_\_\_ Relative \_\_\_\_\_~~  
~~Friend \_\_\_\_\_~~

Address of Child Care Provider: \_\_\_\_\_  
 City \_\_\_\_\_ Hours \_\_\_\_\_  
 Father's Place of Employment: \_\_\_\_\_  
 City \_\_\_\_\_ Hours \_\_\_\_\_  
 Mother's Place of Employment: \_\_\_\_\_  
 City \_\_\_\_\_ Hours \_\_\_\_\_

Place of my employment is at the school I have requested:

Name of School: \_\_\_\_\_

Overcrowding at school of residence:

Need Transportation? \_\_\_\_\_ Yes \_\_\_\_\_ No

Sibling attends school of request:

Name: \_\_\_\_\_ Grade: \_\_\_\_\_  
 \_\_\_\_\_

School of Choice: \_\_\_\_\_

Open Enrollment (apply between September 15th and October 1st only)

Program Improvement

Opportunity Transfer:

(Requires recommendation from principal and approval from Superintendent)

Special Circumstances:

Based on harmful or dangerous situation (must attach written explanation including a statement from a professional such as counselor, law enforcement official, social worker, doctor, to justify special circumstances):

I understand that if approved prior to the start of school, I can be bumped due to overcrowding in September. I also understand that I will be responsible for transporting my child to and from school if this request is granted. I declare under the penalty of perjury under the laws of the State of California that the information I have provided is true and correct.

Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_  
 \_\_\_\_\_

Superintendent or designee: \_\_\_\_\_ Date: \_\_\_\_\_

District Office Use Only:

\_\_\_\_\_ Okay to Start (not officially approved until after balancing in September)

\_\_\_\_\_ Approved for \_\_\_\_\_

~~\_\_\_\_\_ Approved until child completes education at school of request (Open Enrollment Only)~~  
~~\_\_\_\_\_ Denied~~  
~~\_\_\_\_\_ Denied: Not within policy~~  
~~\_\_\_\_\_ Denied: Unacceptable behavior and/or attendance~~

Date \_\_\_\_\_ Signature: \_\_\_\_\_

Exhibit ~~HANFORD ELEMENTARY SCHOOL DISTRICT~~  
 version: ~~September 16, 2009~~ ~~Hanford, California~~

~~E(4) 0520.2~~

## ~~TITLE I PROGRAM IMPROVEMENT SCHOOLS~~

### ~~PARENTAL NOTIFICATION: SUPPLEMENTAL EDUCATIONAL SERVICES~~

~~Dear Parent/Guardian:~~

~~Your child may be eligible to receive Supplemental Educational Services (SES), extra-academic assistance provided by state approved providers at no charge to students who are eligible and are approved for SES. Services may include individual or small group tutoring instruction before school, after school, or on the weekends. If you would like to enroll your student in the SES program, please find attached a SES Application form to complete and return to your school principal by [date]. The SES Application form explains parent responsibilities in the SES program. To help you complete your SES Application we have also enclosed a list of the State Board of Education approved providers within our area who have indicated to us that they are interested in providing services to Hanford Elementary School District. This list includes information that the Provider has supplied to describe their services.~~

~~The number of spaces available for the SES program is limited and we may not be able to enroll every child whose parent applies. If requests for SES exceed funds available, the lowest-achieving students based on the Standardized Testing and Reporting program and District Benchmark Assessments will receive priority for services.~~

~~If after reviewing the attached lists you feel that you need additional assistance in selecting a Provider for your child, you are invited to attend a Provider fair in September. There you will be able to personally receive information about the State Board of Education approved providers within our area, who have indicated to us that they are interested in providing services to Hanford Elementary School District. You will be able to obtain information about the services they provide, the location of their services, their qualifications and record of services. You may choose to attend either of the following Provider Fairs.~~

\* \_\_\_\_\_

\* \_\_\_\_\_

~~District personnel will be on hand at the SES meeting to provide assistance to parents in selecting an SES provider, if they request assistance. When you have selected an SES provider, a meeting will be held to complete a provider, parent, and district agreement for each eligible student.~~

~~The deadline for signing and returning the Title I SES Application is [date]. Incomplete applications will not be accepted. If you do not sign and return the Title I SES Application to your school principal by [date], your child will not be able to participate.~~

~~If you have questions about SES, please call the Program Evaluation Office at 585-3667.~~

~~Exhibit HANFORD ELEMENTARY SCHOOL DISTRICT  
version: September 16, 2009 Hanford, California~~

~~E(5)-0520.2~~

## ~~TITLE I PROGRAM IMPROVEMENT SCHOOLS~~

### ~~PARENT/GUARDIAN SELECTION OF SUPPLEMENTAL EDUCATIONAL SERVICES~~

~~Under the Federal Law, No Child Left Behind, parents at a school site designated as a Program Improvement School for two years have a right to request Supplemental Educational Services. Choices for Supplemental Educational Services outside the instructional day are available to students who attend the designated schools. Transportation to Supplemental Educational Services is the responsibility of the parent or guardian. Students designated as lowest achieving, lower socio-economies will have priority for Supplemental Educational Services.~~

~~I request Supplemental Educational Services for my child: (Please correct any information below that is incorrect.)~~

~~Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_~~

~~Parent/Guardian Name(s): \_\_\_\_\_~~

~~Relationship (Father, Mother, Guardian): \_\_\_\_\_~~

Street Address: \_\_\_\_\_ City: \_\_\_\_\_  
 \_\_\_\_\_

Parent/Guardian Contact Phone Numbers: \_\_\_\_\_

Home: \_\_\_\_\_ Cell/Mobile: \_\_\_\_\_ Work: \_\_\_\_\_  
 \_\_\_\_\_

Emergency Contact Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_  
 \_\_\_\_\_

Selected Provider:

1. \_\_\_\_\_

2. \_\_\_\_\_

If you would like more information before selecting a provider, please plan to attend one of the Provider Fairs scheduled for:

[date] 3:00–6:00 PM, at the King Elementary School Cafeteria, 820 Hume Avenue, or

[date], at the Richmond Elementary School Cafeteria, 939 Katie Hammond Lane.

It is recommended that you attend the Provider Fair to learn about each provider's program.

If my child's application is approved, by signing this form, I agree to the following supplemental educational services responsibilities and I agree to support these services for my child:

\* I understand that it is my responsibility to provide transportation and that my child may be dropped from the program for lack of attendance, for tardiness, for inappropriate behavior, and/or if my child no longer attends a Program Improvement School.

\* I understand that the length and number of sessions depends on the service provider that I choose.

\* I give my permission for Hanford Elementary School District to release student name, student contact information, and academic performance information to the provider I have selected.

\* I understand that supplemental instruction is designed to assist and support my child's effort to meet state academic standards for reading, language arts, and mathematics.

\* I understand that it is my responsibility to notify the Hanford Elementary School District Office of Program Evaluation if my child changes schools.

\* I understand that I will need to attend a 15–20 minute meeting with a representative of the

~~Provider that I have chosen and a Hanford Elementary School District representative, to establish goals for my student's SES Program. I can be available to meet during any of the following days and times: (Please check all applicable)~~

~~Monday~~

~~\_\_\_\_\_ Tuesday~~

~~\_\_\_\_\_ Wednesday~~

~~\_\_\_\_\_ Thursday~~

~~\_\_\_\_\_ Friday~~

~~8:30-11:30 a.m.~~

~~\_\_\_\_\_ 1:30-3:00 p.m.~~

~~\_\_\_\_\_ 3:00-4:30 p.m.~~

~~\_\_\_\_\_ Other~~

~~Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_~~

~~Please return this form to your school office by [date].~~

~~FOR OFFICE USE ONLY~~

~~(First row completed by school, Second row completed by Program Evaluation)~~

~~Student ID #: \_\_\_\_\_ Date Application Received: \_\_\_\_\_ Time Application Received: \_\_\_\_\_~~

~~Provider Contracted: \_\_\_\_\_ Contract Date: P.O. Date/Number: \_\_\_\_\_~~

~~Exhibit HANFORD ELEMENTARY SCHOOL DISTRICT~~

~~version: September 16, 2009 \_\_\_\_\_ Hanford, California~~



**HANFORD ELEMENTARY SCHOOL DISTRICT**  
**AGENDA REQUEST FORM**

TO: Joy Gabler

FROM: Doug Carlton

DATE: November 10, 2016

For: ☒ Board Meeting  
☐ Superintendent's Cabinet

For: ☐ Information  
☒ Action

Date you wish to have your item considered: December 14, 2016

**ITEM:** Consider for approval BP/ AR 0520.3. The following Board Policy and Administrative Regulation reflect changes (see underlined and strikeouts) that are necessary to align with current practices and procedures as well as recommendations by CSBA due to State and Federal law mandates and Education Code changes.

**PURPOSE:** These changes reflect the expiration of No Child Left Behind (NCLB) and the implementation of Every Student Succeeds Act (ESSA).

**FISCAL IMPACT:** Approximately \$3 million in federal Title I, Title, and Title III funds

**RECOMMENDATION:** Approve BP/ AR 0520.3

# Hanford ESD

## Board Policy

### Title I Program Improvement Districts

BP 0520.3

#### Philosophy, Goals, Objectives and Comprehensive Plans

The Governing Board desires to continuously improve educational programs and district operations to enable all students to achieve proficiency. The Superintendent or designee shall ensure the implementation and coordination of all district improvement plans and Trustees shall annually report to the Board regarding review and analyze the district's performance in making adequate yearly progress (AYP) toward student achievement standards.  
~~in accordance with criteria established by the State Board of Education (SBE). The Board's review shall include an evaluation of whether district improvement efforts are aligned and adequately focused on increasing achievement levels for all students. As necessary, the Board and the Superintendent or designee shall take steps to improve district operations (cf. 0460 - Local Control and Accountability Plan) programs to enable students to achieve proficiency.~~

(cf. 0500 - Accountability)

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 6011 - Academic Standards)

(cf. 6162.51 - State Academic Achievement Tests)

The district shall implement all actions required for Title I program improvement (PI) as required by law Standardized Testing and Reporting Program)

#### ~~Early Warning Program~~

~~In the event that the district is provided notice by~~ the California Department of Education (CDE).

~~The development of ) that it is in danger of being identified for program improvement (PI) within two years under the federal No Child Left Behind Act, the Board shall determine whether to participate in the voluntary Early Warning Program. If the Board elects to have the district improvement strategies participate in the program, the district shall be based upon the results of conduct a voluntary self-assessment conducted with state program assessment tools that identify specific problems contributing to low student achievement.~~

Each year that the district is in PI status, it shall:

1. Review the using research-based criteria provided by the CDE and may revise its Title I local educational agency (LEA) plan and, as needed, revise the plan. Revisions may be made in an addendum to the existing plan. The revised LEA plan or plan addendum shall be approved by the Board and electronically submitted to the CDE based on the results of that assessment.  
(Education Code 52055.57)

(cf. 6171 - Title I Programs)

Year 1-2. Reserve PI-Revision and spend at least 10 percent Implementation of LEA Plan  
In the event that the district is its Title I, Part A allocation identified for PI by the CDE, the Superintendent or designee shall, in accordance with law and administrative regulation, notify parents/guardians, administer a district self-assessment process, and revise the LEA plan. (20-USC 6316; Education Code 52055.57)

The revised LEA plan or plan addendum shall be approved by the Board and submitted to the CDE. The Superintendent or designee shall regularly report to the Board regarding the implementation of the plan during Years 1 and 2 of the program.

The Superintendent or designee shall utilize available state and local resources to identify specific problems contributing to low student achievement and provide high-quality professional development for instructional staff technical assistance and support to resolve those problems. He/she also shall work closely with individual school sites to raise student achievement in accordance with school plans.

(cf. 0520.1 High Priority Schools Grant Program)  
(cf. 0520.2 Title I Program Improvement Schools)

(cf. 4131 - Staff Development)  
(cf. 4331 - Staff Development)

In addition, during Year 3 of PI or beyond PI- Corrective Action

If the district does not make AYP after two years of receiving program funding, the Board shall cooperate with the Superintendent of Public Instruction (SPI) and the State Board of Education (SBE) in the identification and implementation of appropriate corrective actions. As applicable, the district shall implement the recommendations of the

The Board shall enter into a contract with a district assistance and intervention team (DAIT) that has been assigned to assist whenever the district pursuant to SPI and SBE determine this to be the most appropriate corrective action. Upon receiving a report of recommendations from the DAIT:

~~(Education Code 52055.57, 52059)~~

~~The Superintendent or designee shall submit to the CDE an annual report regarding the district's evidence of progress, including a summary description of the district's progress toward implementing the strategies in the LEA plan, an analysis of the district's progress toward student achievement goals in the LEA plan based on state or local assessment data, and documentation that the Board has been notified of the report.~~

~~1. The Board may, not later than 30 days after completion of the report, appeal to the SPI to be exempted from implementing one or more of the report's recommendations.~~

~~2. Not later than 60 days after completion of the report, the Board shall, at a regularly scheduled meeting, adopt the report recommendations, as modified by any exemptions granted by the SPI.~~

~~The Superintendent or designee shall establish a district leadership team to collaborate with the DAIT in the development and implementation of an action plan to address high priority needs. This team may include site and district administrators, teacher leaders, special education teachers, English learner experts, fiscal officers, and other key personnel, as appropriate.~~

~~The Board and the Superintendent or designee shall monitor the district's progress in implementing the DAIT's recommendations and shall continually use student performance data to determine whether additional district or school site changes are necessary to improve student achievement.~~

In the event that the district is required to appear before the SBE within Year 3 of PI to review the district's progress, the Superintendent or designee, the DAIT, and/or the County Superintendent of Schools shall provide testimony and written data sufficient for the SBE to determine whether an alternative corrective action is needed. (Education Code 52055.57)

#### Legal Reference:

##### EDUCATION CODE

~~52055.57-52055.59 Districts identified or at risk of identification for program improvement~~

~~52059 Statewide system of school support~~

~~35256 School accountability report card~~

~~60642.5 California Standards Tests~~

~~60850-60856 High School Exit Examination~~

~~64000 Categorical programs included in consolidated application~~

~~64001 Single school plan for student achievement, consolidated application programs~~

##### ~~CODE OF REGULATIONS, TITLE 5~~

~~11992-11994 Persistently dangerous schools, definition~~

~~13075-13075.4 Supplemental educational services~~

##### UNITED STATES CODE, TITLE 20

~~1232g Family Educational Rights and Privacy Act~~

~~6301 Title I program purpose~~

~~6311 State plan Adequate yearly progress~~

6312 Local educational agency plan

~~6321 Fiscal~~~~6313-Eligibility of schools and school attendance areas; funding allocation~~

~~6316 School improvement~~

~~7912 Persistently dangerous schools~~

~~UNITED STATES CODE, TITLE 29~~

~~794 Section 504 of the Rehabilitation Act~~

~~CODE OF FEDERAL REGULATIONS, TITLE 34~~

~~99.1-99.67 Family Educational Rights and Privacy~~

~~200.13-200.20 Adequate yearly progress~~

~~200.30-200.35 Identification of program improvement schools~~

~~200.36-200.38 Notification requirements~~

~~200.39-200.43 Requirements for program improvement, corrective action, and restructuring~~

~~200.44 School choice option~~

~~200.45-200.47 Supplemental educational services~~

~~200.48 Funding for transportation and supplemental services~~

~~200.49-200.51 State responsibilities~~

~~200.52-200.53 District improvement~~

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

~~Every Student Succeeds Act 2016-17 School Year Transition Plan, April 2016~~

~~Local 2008 Adequate Yearly Progress Report Information Guide, August 2008~~

~~California's Accountability Workbook~~

~~FEDERAL REGISTER~~

~~Final Rule and Supplementary Information, October 29, 2008. Vol. 73, No. 210, pages 64436-64513~~

~~U.S. DEPARTMENT OF EDUCATION GUIDANCE~~

~~Public School Choice, January 14, 2009~~

~~Supplemental Educational Agency Program Improvement Plan Addendum Template, rev. April 2016~~~~Services, January 14, 2009~~

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Program Improvement:

<http://www.cde.ca.gov/ta/ac/ti/programimprov.asp>

U.S. Department of Education, ~~No Child Left Behind~~: <http://www.ednelb.gov>

Policy HANFORD ELEMENTARY SCHOOL DISTRICT

adopted: December 14, 2005 Hanford, California

revised: June 3, 2009

**DELETE**

# **Hanford ESD**

## **Administrative Regulation**

### **Title I Program Improvement Districts**

AR 0520.3–

#### **Philosophy, Goals, Objectives and Comprehensive Plans**

#### **Year 1–2 Program Improvement (PI): Revision and Implementation of LEA Plan**

Whenever the district is notified that it has been identified for PI under the federal No Child Left Behind Act, the district shall complete all of the following actions:

1. Promptly notify parents/guardians of each district student regarding the district's PI status, the reasons for the identification, and how parents/guardians can participate in upgrading the quality of the district's programs. The notification shall be in a format and, to the extent practicable, in a language the parents/guardians can understand. (20 USC 6316)

(cf. 5145.6–Parental Notifications)

2. Conduct a self-assessment using materials and criteria based on current research and provided by the California Department of Education. (Education Code 52055.57)

3. Contingent upon state funding, contract with a county office of education or another external entity, no later than 90 days after the district is identified for PI and after working with the County Superintendent of Schools, for both of the following purposes: (Education Code 52055.57)

a. Verifying the fundamental teaching and learning needs in district schools as determined by the self-assessment and identifying the specific academic problems of low-achieving students, including a determination as to why the prior Title I local educational agency (LEA) plan failed to increase student academic achievement

b. Ensuring that the district receives intensive support and expertise to implement reform initiatives in the LEA plan

(cf. 0520.2–Title I Program Improvement Schools)

(cf. 6171–Title I Programs)

4. Within three months after the district's identification for PI, develop or revise the LEA plan in consultation with parents/guardians, school staff, and others. This plan shall reflect the findings of the self-assessment and shall: (20 USC 6316; 34 CFR 200.52; Education Code 52055.57)

a. Incorporate scientifically based research strategies that will strengthen the core academic

program in district schools

b. ~~Identify actions that have the greatest likelihood of improving student achievement in meeting the state's academic achievement standards~~

c. ~~Address the professional development needs of the instructional staff by committing to spending at least 10 percent of the district's allocation of Title I, Part A, funds for professional development~~

~~(cf. 4131—Staff Development)~~

~~(cf. 4331—Staff Development)~~

d. ~~Include specific measurable achievement goals and targets for each of the student subgroups identified pursuant to 20 USC 6311, especially those that did not make adequate yearly progress (AYP)~~

e. ~~Address the fundamental teaching and learning needs in the district's schools and the specific academic problems of low-achieving students, including a determination of why the district's prior plan failed to bring about increased student academic achievement~~

f. ~~Incorporate, as appropriate, student learning activities before school, after school, during the summer, and during any extension of the school year~~

~~(cf. 5148.2—Before/After School Programs)~~

~~(cf. 6176—Weekend/Saturday Classes)~~

~~(cf. 6177—Summer School)~~

~~(cf. 6179—Supplemental Instruction)~~

g. ~~Specify the responsibilities of the district and the state under the plan, including the district's fiscal responsibilities under 20 USC 6321 and the technical assistance to be provided by the state~~

h. ~~Include strategies to promote effective parent/guardian involvement in district schools~~

~~(cf. 6020—Parent Involvement)~~

5. ~~Contingent upon state funding, after working with the County Superintendent or an external verifier, contract with an external provider to provide support and implement recommendations to assist the district in resolving shortcomings identified in the verified self-assessment (Education Code 52055.57)~~

6. ~~Implement the LEA plan expeditiously, but not later than the beginning of the next school year after the school year in which the district administered the assessments that resulted in its PI identification (20 USC 6316; 34 CFR 200.52; Education Code 52055.57)~~

~~The district shall exit PI status when it makes AYP for two consecutive years. (20 USC 6316; 34 CFR 200.53; Education Code 52055.57)~~

### ~~Year 3 PI: Corrective Action~~

~~If the district fails to make AYP by the end of the second year in PI, it shall be subject to corrective actions determined by the State Board of Education (SBE). (20 USC 6316; 34 CFR 200.53; Education Code 52055.57)~~

~~If the SBE takes any corrective action other than, or in addition to, the appointment of a district assistance and intervention team (DAIT), the Superintendent or designee shall appear before the SBE within Year 3 of PI to review the district's progress. The Superintendent or designee, the DAIT, and/or the County Superintendent shall provide testimony and written data sufficient for the SBE to determine whether an alternative corrective action is needed. (Education Code 52055.57)~~

~~Regulation — HANFORD ELEMENTARY SCHOOL DISTRICT  
approved: December 14, 2005 — Hanford, California  
revised: June 3, 2009~~



**HANFORD ELEMENTARY SCHOOL DISTRICT**  
**AGENDA REQUEST FORM**

TO: Joy Gabler

FROM: Doug Carlton

DATE: November 10, 2016

For: ☒ Board Meeting  
☒ Superintendent's Cabinet

For: ☐ Information  
☒ Action

Date you wish to have your item considered: December 14, 2016

**ITEM:** Consider for information BP/AR 6179. The following Board Policy and Administrative Regulation reflect changes (see underlined and strikeouts) that are necessary to align with current practices and procedures as well as recommendations by CSBA due to State and Federal law mandates and Education Code changes.

**PURPOSE:** These changes reflect the expiration of No Child Left Behind (NCLB) and the implementation of Every Student Succeeds Act (ESSA).

**FISCAL IMPACT:** Approximately \$3 million in federal Title I, Title, and Title III funds

**RECOMMENDATION:** Approve revisions to BP/AR 6179

# Hanford ESD

## Board Policy

### Supplemental Instruction

BP 6179

#### Instruction

The Governing Board recognizes that high-quality supplemental instruction can motivate and support students to attain grade-level academic standards, overcome academic deficiencies, and/or acquire critical skills. The district shall offer programs of direct, systematic, and intensive supplemental instruction to meet student needs. Supplemental instruction shall be offered in accordance with law and may be used to assist the district in meeting its goals for student achievement.

(cf. 0460 - Local Control and Accountability Plan)  
 (cf. 5113.1 - Chronic Absence and Truancy)  
 (cf. 5147 - Dropout Prevention)  
 (cf. 6011 - Academic Standards)  
 (cf. 6146.1 - High School Graduation Requirements)  
 (cf. 6146.5 - Elementary/Middle School Graduation Requirements)  
 (cf. 6164.5 - Student Success Teams)

Supplemental instruction may be offered during and outside the regular school day, including during the summer, before school, after school, on Saturday, and/or during intersessions. -When supplemental instruction is offered during the regular school day, it shall not supplant the student's instruction in the core curriculum areas or physical education.

(cf. 5148.2 - Before/After School Programs)  
 (cf. 6111 - School Calendar)  
 (cf. 6112 - School Day)  
 (cf. 6142.7 - Physical Education and Activity)  
 (cf. 6176 - Weekend/Saturday Classes)  
 (cf. 6177 - Summer Learning Programs)

As appropriate, supplemental instruction may be provided through a classroom setting, individual or small group instruction, technology-based instruction, and/or an arrangement with a community or other external service provider.

(cf. 1020 - Youth Services)

When determined to be necessary by the principal or designee, a student may be required to participate in supplemental instruction outside the regular school day. In such cases, written parent/guardian consent shall be obtained for the student's participation.

Supplemental instruction shall be offered to students:

~~1. —Students~~ in grades 2-9 who have been retained or recommended for retention at their current grade level. — (Education Code 37252.2, 48070.5)

(cf. 5123 - Promotion/Acceleration/Retention)

The district shall offer alternative supports designed to increase the academic achievement of socioeconomically disadvantaged students attending schools — ~~Eligible students from low-income families whenever the district or a district school receiving federal Title I funds has been~~ identified by the California Department of Education for program improvement for two or more consecutive years. — ~~(20 USC 6316)~~

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 0520.3 - Title I Program Improvement Districts)

In addition, supplemental instruction may be offered to:

1. Students who are identified as being at risk for retention based on state assessment results, grades, or other indicators

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6162.51 - State Academic Achievement Tests)

2. Students who demonstrate academic deficiencies that may jeopardize their attainment of academic standards

(cf. 6142.6 - Visual and Performing Arts Education)

(cf. 6142.7 - Physical Education and Activity)

(cf. 6142.91 - Reading/Language Arts Instruction)

(cf. 6142.92 - Mathematics Instruction)

(cf. 6142.93 - Science Instruction)

(cf. 6142.94 - History-Social Science Instruction)

### 3. High school students who need support to successfully complete courses required for graduation

#### Legal Reference:

##### EDUCATION CODE

37200-37202 -School calendar

37223 -Weekend classes

37252-37254.1 -Supplemental instruction, summer school

42238.01-42238.07 -Local control funding formula

46100 -Length of school day

48070-48070.5 -Promotion and retention

48200 -Compulsory education

48985 -Translation of notices

51210-51212 -Courses of study, elementary schools

51220-51228 -Courses of study, secondary schools

52060-52077 -Local control and accountability plan

60603 -Definitions, core curriculum areas

60640-60649 -California Assessment of Student Performance and Progress

60850-60859 -High school exit examination, especially:

60851.5 -Suspension of high school exit examination

##### CODE OF REGULATIONS, TITLE 5

11470-11472 -Summer school

##### ~~UNITED STATES CODE, TITLE 20~~

~~6316 -Program improvement schools and districts~~

#### Management Resources:

~~CALIFORNIA~~ U.S. DEPARTMENT OF EDUCATION PUBLICATIONS GUIDANCE

Every Student Succeeds Act 2016-17 School Year Transition Plan, April 2016

Supplemental Educational Services, January 14, 2009

Innovations in Education: Creating Strong Supplemental Educational Services Programs, May 2004

#### WEB SITES

CSBA: -<http://www.csba.org>

California Department of Education: -<http://www.cde.ca.gov>

U.S. Department of Education: -<http://www.ed.gov>

Policy HANFORD ELEMENTARY SCHOOL DISTRICT

adopted: April 27, 2016 Hanford, California

revised: May 11, 2016

**DELETE**

# **Hanford ESD**

## **Administrative Regulation**

### **Supplemental Instruction**

**AR 6179—  
Instruction**

~~Cautionary Notice 2010-13: AB 1610 (Ch. 724, Statutes of 2010) amended Education Code 37252.2 to relieve districts from the obligation, until July 1, 2013, to perform any activities that are deemed to be reimbursable state mandates under that section. As a result, certain provisions of the following policy or administrative regulation that reflect those requirements may be suspended.~~

~~Supplemental instructional programs shall be offered outside the regular school day. Such programs may be offered during the summer, before school, after school, on Saturday, and/or during intersessions. (Education Code 37252, 37252.2, 37252.8, 37253)~~

~~(cf. 5148.2—Before/After School Programs)  
(cf. 6111—School Calendar)  
(cf. 6112—School Day)  
(cf. 6176—Weekend/Saturday Classes)  
(cf. 6177—Summer School)~~

~~Priority for enrollment in supplemental instruction offered at a time other than Saturday shall be given to any student whose parent/guardian has informed the Superintendent or designee that the student is unable to attend a Saturday school program for religious reasons. (Education Code 37252, 37252.2, 37252.8, 37253)~~

#### **Supplemental Instruction Based on Retention or Academic Deficiencies**

~~Students in grades 2-8 who have been retained or recommended for retention shall be eligible for supplemental instruction under the following circumstances: (Education Code 37252.2.)~~

- ~~1. For the purposes of this program, a student shall be considered to be enrolled in a grade immediately upon completion of the preceding grade.~~
- ~~2. Students who were enrolled in grade 6 during the prior school year shall be eligible for summer school instruction.~~

~~(cf. 5123—Promotion/Acceleration/Retention)~~

~~To the extent that the district provides supplemental instruction to students in grades 2-6 who are identified as being at risk of retention or as having deficiencies in mathematics, reading, or written expression, those students also shall be subject to the provisions set forth in items #1 and~~

~~#2 above. (Education Code 37252.8)~~

~~The Superintendent or designee shall seek the active involvement of parents/guardians and classroom teachers in the development and implementation of supplemental instructional programs. (Education Code 37252.2, 37252.8)~~

~~An intensive remedial program in reading or written expression shall, as needed, include instruction in phonemic awareness, systematic explicit phonics and decoding, word attack skills, spelling and vocabulary, explicit instruction of reading comprehension, writing, and study skills. (Education Code 37252.2, 37252.8)~~

~~(cf. 6142.91—Reading/Language Arts Instruction)~~

#### ~~Supplemental Instruction Based on Progress Toward Passing Exit Examination~~

~~Students in grades 7–8 who do not demonstrate "sufficient progress," as defined in Board policy, toward passing the state exit exam required for high school graduation shall be eligible for supplemental instruction under the following circumstances: (Education Code 37252.)~~

~~For purposes of this program, a student shall be considered to be enrolled in a grade immediately upon completion of the preceding grade.~~

~~The curriculum of the supplemental instruction program shall reflect state academic content standards to the extent that the district curriculum is aligned with those state standards, and shall be designed to assist students to succeed on the exit examination. (Education Code 60851)~~

~~(cf. 6011—Academic Standards)~~

~~Regulation—HANFORD ELEMENTARY SCHOOL DISTRICT  
approved: May 14, 2003—Hanford, California  
revised: May 7, 2008~~

## HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Joy Gabler  
FROM: Liz Simas  
DATE: November 10, 2016

For: ☒ Board Meeting  
☐ Superintendent's Cabinet  
☒ Information  
☐ Action

Date you wish to have your item considered: 12/14/16

ITEM: Consider for approval the following revised Board Policy and Administrative Regulation:

BP/AR 0450 - Comprehensive Safety Plan

PURPOSE: The following Board Policy and Administrative Regulation reflect changes (see underlined and strikeouts) that are necessary to align with current practices and procedures as well as recommendations by CSBA due to State and Federal law mandates and Education Code changes.

FISCAL IMPACT (if any): None

RECOMMENDATION (if any): Approve

# Hanford ESD

## Board Policy

### Comprehensive Safety Plan

BP 0450

#### Philosophy, Goals, Objectives and Comprehensive Plans

The Board of Trustees recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that ~~include~~teaches strategies for violence prevention and ~~emphasizes~~ high expectations for student conduct, responsible behavior, and respect for others.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 3515 - Campus Security)

(cf. 3515.2 - Disruptions)

(cf. 3515.3 - District Police/Security Department)

(cf. 3515.7 - Firearms on School Grounds)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5131.4 - Student Disturbances)

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5136 - Gangs)

(cf. 5137 - Positive School Climate)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

The school site council at each district school shall develop a comprehensive school safety plan relevant to the needs and resources of that particular school. These plans shall apply to the regular school day and to after school programs. These plans shall apply to the regular school day and to after school programs. New school campuses shall develop a safety plan within one year of initiating operations. (Education Code 32281, ~~and~~ 32286)

~~The plan shall take into account the school's staffing, available resources and building design, as well as other factors unique to the site.~~

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)



~~The Each~~ school ~~shall forward the~~ safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.

The comprehensive safety plan(s) shall be reviewed and updated by March 1 of each year and forwarded to the Board for approval. (Education Code 32286, 32288)

The Board shall review the comprehensive ~~–~~safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plan(s) at a regularly scheduled meeting.

(cf. 0500 - Accountability)  
(cf. 9320 - Meetings and Notices)

By October 15 of each year, the Superintendent or designee shall notify the California Department of Education of any schools that have not complied with the requirements of Education Code 32281. ~~–~~(Education Code 32288)

#### Tactical Response Plan

Notwithstanding the process described above, any portion of a comprehensive safety plan that ~~includes~~~~include~~ tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed by district administrators in accordance with Education Code 32281. ~~–~~In developing such strategies, district administrators shall consult with law enforcement officials and with a representative of an employee bargaining unit, if he/she chooses to participate.

When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)  
(cf. 9011 - Disclosure of Confidential/Privileged Information)  
(cf. 9321 - Closed Session Purposes and Agendas)  
(cf. 9321.1 - Closed Session Actions and Reports)

#### Public Access to Safety Plan(s)

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. ~~–~~(Education Code 32282)

(cf. 1340 - Access to District Records)

However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

## Legal Reference:

## EDUCATION CODE

200-262.4 -Prohibition of discrimination

32260-32262 -Interagency School Safety Demonstration Act of 1985

32270 -School safety cadre

32280-32289 -School safety plans

32290 Safety devices

35147 -School site councils and advisory committees

35183 -School dress code; uniforms

35291 -Rules

35291.5 -School-adopted discipline rules

35294.10-35294.15 -School Safety and Violence Prevention Act

~~41510-41514 School Safety Consolidated Competitive Grant Program~~

48900-48927 -Suspension and expulsion

48950 -Speech and other communication

49079- Notification to teacher; student act constituting grounds for suspension or expulsion

67381 Violent crime

## PENAL CODE

422.55 Definition of hate crime

626.8 -Disruptions

11164-11174.3 -Child Abuse and Neglect Reporting Act

## CALIFORNIA -CONSTITUTION

Article 1, -Section 28(c) Right to Safe Schools

## CODE OF REGULATIONS, TITLE 5

11987-11987.7 -School Community Violence Prevention Program requirements

11992-11993 -Definition, persistently dangerous schools

## UNITED STATES CODE, TITLE 20

~~7111-7122 Student Support and Academic Enrichment Grants~~~~7101-7165 Safe and Drug-Free Schools and Communities~~

7912- Transfers from persistently dangerous schools

## UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

## Management Resources:

## CSBA PUBLICATIONS

Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, July 2016Safe Schools: Strategies for Governing Boards~~Board of Trustees~~ to Ensure Student Success,  
~~Third Edition~~, October 2011

Community Schools: Partnerships Supporting Students, Families and Communities, Policy Brief, October 2010

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2010

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming~~All~~ Students, Policy Brief, February 2014~~April 2010~~

# CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Safe Schools: -A Planning Guide for Action, 2002

## FEDERAL BUREAU OF INVESTIGATION PUBLICATIONS

Uniform Crime Reporting Handbook, 2004

# U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Practical Information on Crisis Planning: A Guide for Schools and Communities, January 2007

~~Early Warning, Timely Response: A Guide to Safe Schools, August 1998~~

# U.S. SECRET SERVICE AND U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates, ~~2004~~2002

## WEB SITES

CSBA: -<http://www.csba.org>

California Department of Education, Safe Schools: -<http://www.cde.ca.gov/lr/ss>

California Governor's Office of Emergency Services:~~Management Agency:-~~  
<http://www.caloes.ca.gov>

California Healthy Kids Survey: <http://chks.wested.org>

Centers for Disease Control and Prevention: <http://www.cdc.gov/ViolencePrevention>

Federal Bureau of Investigation: -<http://www.fbi.gov>

~~National Alliance for Safe Schools: -~~<http://www.safeschools.org>

National Center for Crisis Management: <http://www.schoolcrisisresponse.com>

National School Safety Center: -<http://www.schoolsafety.us>

U.S. Department of Education: <http://www.ed.gov>

U.S. Secret Service, National Threat Assessment Center:

<http://www.secretservice.gov/protection/ntac-ssi.shtml>

## Policy HANFORD ELEMENTARY SCHOOL DISTRICT

adopted: April 22, 1998 Hanford, California

revised: September 19, 2001

revised: May 11, 2005

revised: June 13, 2012

revised: October 12, 2016

# Hanford ESD

## Administrative Regulation

### Comprehensive Safety Plan

AR 0450

#### Philosophy, Goals, Objectives and Comprehensive Plans

Development and Review of Comprehensive School ~~Site~~ Safety Plan

The school site council shall consult with local law enforcement in the writing and development ~~of, —developing~~ the comprehensive school safety plan.— When practical, the school site council also shall consult with other school site councils and safety committees. —(Education Code 32281, 32282)

(cf. 0420 - School Plans/Site Councils)

The school site council may delegate the responsibility for ~~—developing~~ a comprehensive ~~—safety~~ plan to a school safety planning committee.—~~This committee shall be~~ composed of the following members:— (Education Code 32281)

1. The principal or designee
2. One teacher who is a representative of the recognized certificated employee organization
3. One parent/guardian whose child attends the school
4. One classified employee who is a representative of the recognized classified employee organization
5. Other members, if desired

(cf. 1220 - Citizen Advisory Committees)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

Before adopting ~~theits~~ comprehensive ~~—school~~ safety plan, the school site council or school safety planning committee shall hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the ~~school safety~~ plan.— (Education Code 32288)

~~(cf. 1220 - Citizen Advisory Committees)~~

The school site council or safety planning committee shall notify, in writing, the following persons and entities of the public meeting: —(Education ~~Codecode~~ 32288)

1. The local mayor
2. A representative of the local school employee organization
3. A representative of each parent organization at the school, including the parent teacher association and parent teacher clubs

(cf. 1230 - School-Connected Organizations)

4. A representative of each teacher organization at the school

(cf. 4140/4240/4340 - Bargaining Units)

5. A representative of the school's student body government
6. All persons who have indicated that they want to be notified

In addition, the school site council or safety planning committee may notify, in writing, the following entities of the public meeting: ~~-(Education Code 32288)~~

1. Representatives of local religious organizations
2. Local civic leaders
3. Local business organizations

(cf. 1700 - Relations Between Private Industry and the Schools)

#### Content of the Safety Plan

Each comprehensive safety plan shall include; an assessment of the current status of ~~any school~~ crime committed on campus~~(es)~~ and at school-related functions. ~~-(Education Code 32282)~~

The assessment may include, but not be limited to, reports of crime, suspension and expulsion rates, and surveys of students, parents/guardians, and staff regarding their perceptions of school safety.

(cf. 0500 - Accountability)

(cf. 0510 - School Accountability Report Card)

The plan also shall identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including and shall include the development of all of the following: ~~(-~~ Education Code 32282)

1. Child abuse reporting procedures consistent with Penal Code 11164

(cf. 5141.4 — Child Abuse Prevention and Reporting Procedures)

2. Routine and emergency disaster procedures including, but not limited to:

a. Adaptations~~Adaptation~~ for students with disabilities in accordance with the Americans with Disabilities Act:

(cf. 6159 - Individualized Education Program)

b. An earthquake emergency procedure system in accordance with Education Code 32282

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

(cf. 3516.3 - Earthquake Emergency Procedure System)

c. A procedure to allow ~~a~~ public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare:

~~(cf. 3516 - Emergencies and Disaster Preparedness Plan)~~

(cf. 1330 - Use of School Facilities)

(cf. 3516.1 - Fire Drills and Fires)

(cf. 3516.2 - Bomb Threats)

~~(cf. 3516.3 - Earthquake Emergency Procedure System)~~

(cf. 3516.5 - Emergency Schedules)

(cf. 3543 - Transportation Safety and Emergencies)

3. Policies pursuant to Education Code 48915(d) for students who commit an act listed in Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

4. Procedures to notify teachers of dangerous students pursuant to Education Code 49079

(cf. 4158/4258/4358 - Employee Security)

5. —A policy consistent with the prohibition against discrimination, harassment, intimidation, and bullying pursuant to Education Code 200-262.4

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 5131.2 - Bullying)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

6. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to Education Code 35183," the provisions of that dress code and the definition of "gang-related apparel" ."

(cf. 5132 - Dress and Grooming)

7. Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school

(cf. 5142 - Safety)

8. A safe and orderly school environment conducive to learning ~~at the school~~

~~(cf. 5131 - Conduct)~~

(cf. 5137 - Positive School Climate)

9. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5

(cf. 5144 - Discipline)

#### ~~10. — Hate crime reporting procedures~~

Among the strategies for providing a safe environment, the school safety plan may also include:

1. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution.

(cf. 5138 - Conflict Resolution/Peer Mediation)

~~(cf. 5145.3 - Nondiscrimination/Harassment)~~

~~(cf. 5145.9 - Hate-Motivated Behavior)~~

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying, hazing, and cyberbullying, as well as behavioral expectations and consequences for violations.

~~(cf. 4118 - Suspension/Disciplinary Action)~~

~~(cf. =~~

~~4218 - Dismissal/Suspension/Disciplinary Action)~~

(cf. 5113 - Absences and Excuses)

~~(cf. 5136 - Gangs)~~

(cf. 5113.1 - Chronic Absence~~5145.12 - Search and Seizure~~)

(cf. 5131 - Conduct)

3. Curriculum that emphasizes prevention and alternatives to violence, ~~such as~~ multicultural education, character/values education, media analysis skills, conflict resolution, ~~and~~ community service learning, and education related to the prevention of dating violence.

(cf. 6142.3 - Civic~~6141.6 - Multicultural~~ Education)

(cf. 6142.4 - Service Learning/~~through~~ Community Service Classes)

(cf. 6142.8 - Comprehensive Health Education)

4. Parent involvement strategies, including strategies to help ensure ~~parent/guardian~~parental support and reinforcement of the school's rules and increase the number of adults on campus.

(cf. 1240 - Volunteer Assistance)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

5. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students.

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.61 - Drug Testing)

(cf. 5131.62 - Tobacco)

(cf. 5131.63 - Steroids)

6. Collaborative relationships among the city, county, community agencies, local law enforcement, the judicial system, and the schools that lead to the development of a set of common goals and community strategies for violence prevention instruction.

(cf. 1020 - Youth Services)

7. District policy related to possession of firearms and ammunition on school grounds

(cf. 3515.7 - Firearms on School Grounds)

8. Measures to prevent or minimize the influence of gangs on campus

(cf. 5136 - Gangs)



~~97. Procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of the school.~~

8. Procedures for receiving verification from law enforcement ~~when that~~ a violent crime has occurred on school grounds and for promptly notifying parents/guardians and employees of that crime.

(cf. 5116.1 - Intradistrict Open Enrollment)

109. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for ~~the closing of~~ campuses to outsiders, installing surveillance systems, securing the campus perimeter, ~~and~~ protecting buildings against vandalism, and providing. ~~In addition, methods for effective enforcement and prevention may be considered, including the presence of~~ law enforcement presence on campus.

(cf. 1250 - Visitors/Outsiders)

(cf. 3515 - Campus Security)

(cf. 3515.3 - District Police/Security Department)

(cf. 3530 - Risk Management/Insurance)

(cf. 5112.5 - Open/Closed Campus)

(cf. 5131.5 - Vandalism, ~~Theft~~ and Graffiti)

11. Guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on school campuses. Guidelines may include, but are not limited to, the following:

a. Strategies to create and maintain a positive school climate, promote school safety, and increase student achievement

b. Strategies to prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support

c. Protocols to address the mental health care of students who have witnessed a violent act at any time, including, but not limited to, while on school grounds, while coming or going from school, during a lunch period whether on or off campus, or during or while going to or coming from a school-sponsored activity

12. Strategies for suicide prevention and intervention

(cf. 5141.52 - Suicide Prevention)

13. Procedures to implement when a person interferes with or disrupts a school activity, remains on campus after having been asked to leave, or creates a disruption with the intent to threaten the immediate physical safety of students or staff

(cf. 3515.2 - Disruptions)

1410. Crisis prevention and intervention strategies, which may include the following:

a. Identification of possible crises that may occur, determination of necessary tasks that need to be addressed, and development of procedures relative to each crisis, including the involvement of law enforcement and other public safety agencies as appropriate

(cf. ~~3515.2 - Disruptions~~)

(~~cf.~~ 3515.5 - Sex Offender Notification)

(cf. 5131.4 - Student~~Campus~~ Disturbances)

b. Threat assessment strategies to determine the credibility and seriousness of a threat and provide appropriate interventions for the potential offender(s)~~).~~

c. Assignment of staff members responsible for each identified task and procedure

d. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities for students~~student~~ and staff to practice the evacuation plan

e. Coordination of communication to schools, Governing Board ~~of Trustees~~ members, parents/guardians, and the media

(cf. 1112 - Media Relations)

(cf. 9010 - Public Statements)

f. Development of a method for the reporting of violent incidents

g. Development of follow-up procedures that may be required after a~~the~~ crisis has occurred, such as counseling

1544. Staff- development in violence prevention and intervention techniques, including preparation to implement the elements of the safety plan

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

16. Environmental safety strategies, including, but not limited to, procedures for preventing and mitigating exposure to toxic pesticides, lead, asbestos, vehicle emissions, and other hazardous substances and contaminants

(cf. 3510 - Green School Operations)

(cf. 3513.3 - Tobacco-Free Schools)

(cf. 3514 - Environmental Safety)

(cf. 3514.1 - Hazardous Substances)

(cf. 3514.2 - Integrated Pest Management)

Regulation HANFORD ELEMENTARY SCHOOL DISTRICT

approved: April 22, 1998 Hanford, California

revised: September 19, 2001

revised: May 11, 2005

revised: June 13, 2012

## HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Joy C. Gabler  
FROM: Liz Simas  
DATE: November 10, 2016

For: ☒ Board Meeting  
☐ Superintendent's Cabinet  
☐ Information  
☒ Action

Date you wish to have your item considered: 12/14/16

ITEM: Receive for approval the following revised Board Policy:

BP 5021 - Noncustodial Parents

PURPOSE: The following Board Policy reflect changes (see underlined and strikeouts) that are necessary to align with current practices and procedures as well as recommendations by CSBA due to State and Federal law mandates and Education Code changes.

FISCAL IMPACT (if any): None

RECOMMENDATION (if any): Approve

# Hanford ESD

## Board Policy

### Noncustodial Parents

BP 5021

#### Students

~~Noncustodial parents generally retain the same rights as custodial parents unless a court order restricts the rights of the noncustodial parent. These rights include but are not limited to accessing his or her child's student records, participating in school activities and visiting the child at school and removing the child from school property. These rights shall be respected even if legal custody is vested in only one named parent, unless a court order restricts the right of the noncustodial parent. If a completed or pending legal action curtails the noncustodial parent's rights, the parent or guardian with custody shall provide evidence of this action to the school principal or designee.~~

The Governing Board recognizes the right of parents/guardians to be involved in the education of their children and desires to balance that right with the district's need to ensure the safety of students while at school.

~~Upon request, the district shall provide noncustodial parents with announcements and notices that are sent to the custodial parent.~~

~~A child custody order binds only the parties to the proceeding, not the district or its staff. Therefore, the district is not required to enforce the child custody court order.~~

The parent/guardian who enrolls a child in a district school shall be presumed to be the child's custodial parent/guardian and shall be held responsible for the child's welfare.

School officials shall presume that both parents/guardians have equal rights regarding their child, including, but not limited to, picking the student up after school or otherwise removing the student from school, accessing student records, participating in school activities, or visiting the school. When a court order restricts access to the child or to his/her student information, a parent/guardian shall provide a copy of the certified court order to the principal or designee upon enrollment or upon a change in circumstances.

In the event of an attempted violation of a court order that restricts access to a student, ~~staff~~the principal or designee shall contact the custodial parent and local law enforcement officials and shall make the student available only after one or both of these parties consent.

~~Pursuant to Education Code 49061, noncustodial parents/guardians do not have the right to challenge the content of student records, provide a written response to student records, or consent to their release to third parties.~~

## Legal Reference:

## EDUCATION CODE

48204 Residency requirements

49061 Definitions

49069 Absolute right to access

49091.10-49091.19 Parental review of curriculum and instruction

49408 Emergency information

56028 Definition, parent for special education

51100-51102 Parent/guardian rights

## FAMILY CODE

3002 Joint legal custody, definition

3006 Sole legal custody, definition

3025 Parental access to records

6550-6552 Caregivers

## GOVERNMENT CODE

810-996.6 Government Claims Act

6205-6210 Confidentiality of addresses for victims of domestic violence, sexual assault or stalking

## Management Resources:

## WEB SITES

CSBA: <http://www.csba.org>California Association of Supervisors of Child Welfare and Attendance: <http://www.cascwa.org>California Department of Education: <http://www.cde.ca.gov>

## Policy HANFORD ELEMENTARY SCHOOL DISTRICT

adopted: June 16, 1999 Hanford, California

reviewed: May 16, 2001

revised: March 6, 2002

## HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Joy C. Gabler  
FROM: Liz Simas  
DATE: November 10, 2016

For: ☒ Board Meeting  
☐ Superintendent's Cabinet  
☐ Information  
☒ Action

Date you wish to have your item considered: 12/14/16

ITEM: Receive for approval the following revised Board Policy and Administrative Regulation:

BP/AR 5022 - Student and Family Privacy Rights

PURPOSE: The following Board Policy and Administrative Regulation reflect changes (see underlined and strikeouts) that are necessary to align with current practices and procedures as well as recommendations by CSBA due to State and Federal law mandates and Education Code changes.

FISCAL IMPACT (if any): None

RECOMMENDATION (if any): Approve

# Hanford ESD

## Board Policy

### Student And Family Privacy Rights

BP 5022

#### Students

~~The Board of Trustees believes that personal information concerning district students and their families should be kept private in accordance with law.~~

The Governing Board respects the rights of district students and their parents/guardians with regard to the privacy of their personal beliefs and the confidentiality of their personal information. The Superintendent or designee shall develop regulations to ensure compliance with law when the district requests, retains, discloses, or otherwise uses the personal information of its students and their families.

The regulations shall, at a minimum, address the following: (20 USC 1232h)

1. Whether the district may collect the personal information of students for marketing or sale

2. How the district will administer surveys that may request information about the personal beliefs and practices of students and their families

3. The rights of parents/guardians to inspect:

a. Survey instruments requesting information about their personal beliefs and practices or those of their children

b. Instructional materials used as part of their children's educational curriculum

4. Whether the district may administer any nonemergency invasive physical examination or screening

5. Notifications that the district will provide to students and parents/guardians with respect to their privacy rights

The Superintendent or designee shall consult with parents/guardians regarding the development and adoption of this policy of the procedures. (20 USC 1232h)

~~The Board prohibits district staff from administering or distributing to students survey instruments that are designed for the purpose of collecting personal information for marketing or for selling that information.~~

Legal Reference:

EDUCATION CODE



49450-~~49457~~49458 Physical examinations

49602 Confidentiality of ~~pupil~~personal information received during counseling

51101 \_Parents Rights Act of 2002

51513 ~~Personal~~ Test, questionnaire, survey, or examination concerning personal beliefs

51938 \_\_Sexual Health ~~And~~and HIV/AIDS Prevention Education Act; notice and parental excuse

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

1232h Protection of pupil rights

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

~~CDE~~California Department of Education: <http://www.cde.ca.gov>

~~USDOE~~U.S. Department of Education, Family Policy Compliance Office:

<http://www.ed.gov/offices/OM/fpc/>

Policy HANFORD ELEMENTARY SCHOOL DISTRICT

Adopted: May 26, 2005 Hanford, California

Revised:

# Hanford ESD

## Administrative Regulation

### Student And Family Privacy Rights

AR 5022  
Students

#### Definition

#### Collection of Personal Information for Marketing or Sale

Personal information for marketing or sale means individually identifiable information, including a student's or parent/guardian's first and last name, ~~a~~ home or other physical address (including street name and the name of the city or town), ~~a~~ telephone number, or ~~a~~ social security identification number. (20 USC 1232h)

#### ~~Surveys Requesting Information about Beliefs and Practices~~

~~A student's parent/guardian shall provide prior written consent before the student participates in a survey containing one or more of the following items: (\*\*Note: 20 USC 1232h; mandates that districts receiving funds from a program administered by the U.S. Department of Education Code 51513(USDOE) adopt a policy concerning the collection, disclosure,~~

- ~~1. Political affiliations or beliefs of the student or his/her family~~
- ~~2. Mental or psychological problems of the student or his/her family~~
- ~~3. Sexual behavior or attitudes or personal beliefs and practices in family life or morality~~
- ~~4. Illegal, anti social, self incriminating or demeaning behavior~~
- ~~5. Critical appraisals of other individuals with whom students have close family relationships~~
- ~~6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians or ministers~~
- ~~7. Religious practices, affiliations or beliefs of the student or his/her parent/guardian~~
- ~~8. Income, except to the extent that income is required to be disclosed by law for participation in a program or for receiving financial assistance under such a program~~

~~If a student participates in a survey regarding use of collected personal information about beliefs and practices as identified above, school officials and staff members shall not request or disclose~~

~~the student's identity for marketing purposes.\*\*\*~~

~~(cf. 6162.51—Standardized Testing and Reporting Program)~~

~~(cf. 6162.8—Research)~~

~~Notwithstanding the above requirements, the district may administer to students in grades 7–12, anonymous, voluntary, and confidential research and evaluation tools to measure student health risks and behaviors, including tests and surveys about the student's attitudes or practices related to sex as long as parents/guardians are provided written notice and given an opportunity to request that their child not participate. — (Education Code 51938)~~

### ~~Exceptions to Collection of Personal Information~~

~~Any district restriction regarding collection of personal information\*\*\*Note: Option 1 is for use by districts that wish to prohibit the collection of personal information for marketing. Option 2 is for use by districts that wish to authorize the collection of personal information. For districts selecting Option 2, 20 USC 1232h mandates adoption of a policy that (1) provides arrangements to protect the privacy of students and their parents/guardians and (2) allows parents/guardians to preview the instrument to be used to collect student personal information and to opt their children out of the activity. \*\*\*~~

~~District staff shall not administer or distribute to students any survey instrument that is designed for the purpose of collecting personal information for marketing or sale.~~

Requirements regarding the collection of personal information for marketing or sale shall not apply to the collection, disclosure, or use of personal information collected from students for the purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following: (20 USC 1232h)

1. College or other postsecondary education recruitment or military recruitment
2. Book clubs, magazines, and programs providing access to low-cost literary products
3. Curriculum and instructional materials used by elementary and secondary schools
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments

(cf. 6162.51 - State Academic Achievement Tests)

5. The sale by students of products or services to raise funds for school-related or education-related activities

(cf. 1321 - Solicitation of Funds from and by Students)

## 6. Student recognition programs

(cf. 5126 - Awards for Achievement)

### Surveys Requesting Information about Beliefs and Practices

A student's parent/guardian shall provide prior written consent before the student is required to participate in a survey inquiring about one or more of the following: (Education Code 51513; 20 USC 1232h)

1. Political affiliations or beliefs of the student or his/her parent/guardian
2. Mental or psychological problems of the student or his/her family
3. Sexual behavior or attitudes or personal beliefs and practices in family life or morality
4. Illegal, anti-social, self-incriminating, or demeaning behavior
5. Critical appraisals of other individuals with whom the student has close family relationships
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, or ministers
7. Religious practices, affiliations, or beliefs of the student or his/her parent/guardian
8. Income, except to the extent that income is required to be disclosed by law for participation in a program or for receiving financial assistance under such a program

~~(cf. Parent/Guardian Access to Surveys and Instructional Materials~~

~~Before school staff administers a survey or 3553 - Free and Reduced Price Meals)~~  
 (cf. 5148 - Child Care and Development)

Notwithstanding the above requirements, the district may administer to students in grades 7-8 anonymous, voluntary, and confidential research and evaluation containing personal tools to measure student health risks and behaviors, including tests and surveys about student attitudes or practices related to sex as long as parents/guardians are provided written notice and given an opportunity to request, in writing, that their child not participate. (Education Code 51938)

If a student participates in a survey requesting information about beliefs and practices as identified above, school officials and staff members shall not request or disclose the student's identity.

~~or distributes an~~ Parent/Guardian Access to Surveys and Instructional Materials

1. ~~Upon request, inspect that survey or~~ or sale (Option 2 in the section "Collection of Personal Information for Marketing or Sale" above) are mandated to adopt a policy concerning a parent/guardian's right to inspect any instrument before it is used for the collection of a student's personal information for purposes of marketing or selling the information. \*\*\*

The parent/guardian of any district student, upon his/her request, shall have the right to inspect: (Education Code 51938; 20 USC 1232h)

1. A survey or other instrument to be administered or distributed to his/her child or any that either collects personal information for marketing or sale or requests information about beliefs and practices

2. Any instructional material to be used as part of his/her child's educational curriculum

Within a reasonable period of time ~~or after~~ receiving a parent/guardian's request, the principal or designee shall permit at the parent/guardian to view at the survey, ~~instrument~~ or ~~instructional material~~ other document he/she requested. A parent/guardian may view the document any time during normal business hours.

2. ~~Refuse to allow his/her child to participate in the activity~~

~~Students whose parents/guardians exercise this option shall not be penalized by the district. (20 USC 1232h)~~

No student shall be subject to penalty for his/her parent/guardian's exercise of any of the rights stated above.

## Health Examinations

~~No school official or staff member shall subject~~ \*\*\*Note: 20 USC 1232h mandates a student-district receiving funds from a USDOE-administered program to a non-emergency, adopt a policy on any nonemergency invasive physical examination as a condition for school attendance, except as or screening that may be administered to district students. \*\*\*

Authorized school officials may administer to any student any physical examination or screening permitted or required under California law. However, no student shall be subjected to a nonemergency, invasive physical examination without prior written notice to his/her parent/guardian. (20 USC 1232h)

Invasive physical examination means any medical examination that involves the exposure of private body parts or any act during such examination that includes incision, insertion, or injection into the body, but does not include a properly authorized hearing, vision, or scoliosis screening. (20 USC 1232h)

## Notifications

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians of: (20 USC 1232h)

1. The district's policy regarding student privacy–
2. The process to opt their children out of participation in any activity described in this policy and administrative regulation
3. The specific or approximate dates during the school year when the following activities are scheduled:–
  - a. Survey requesting personal information
  - b. Physical ~~exam~~examinations or screenings
  - c. Collection of personal information from students for marketing or sale

Prior to administering any anonymous and voluntary survey regarding health risks and behaviors to students in grades 7-12, the district shall provide parents/guardians with written notice that the survey is to be administered. (Education Code 51938)

Parents/guardians shall also be notified of any substantive change ~~into~~ this policy and administrative regulation within a reasonable period of time after adoption of the change. (20 USC 1232h)

Regulation HANFORD ELEMENTARY SCHOOL DISTRICT  
 Approved: May 26, 2005 Hanford, California  
 Approved:

## HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Joy C. Gabler  
FROM: Liz Simas  
DATE: November 10, 2016

For: ☒ Board Meeting  
☐ Superintendent's Cabinet  
☐ Information  
☒ Action

Date you wish to have your item considered: 12/14/16

ITEM: Receive for approval the following revised Board Policy and Administrative Regulation:

BP/AR 5116.1 - Intradistrict Open Enrollment

PURPOSE: The following Board Policy and Administrative Regulation reflect changes (see underlined and strikeouts) that are necessary to align with current practices and procedures as well as recommendations by CSBA due to State and Federal law mandates and Education Code changes.

FISCAL IMPACT (if any): None

RECOMMENDATION (if any): Approve

# Hanford ESD

## Board Policy

### Intradistrict Open Enrollment

BP 5116.1  
Students

The Governing Board ~~of Trustees~~ desires to provide enrollment options that meet the diverse needs and interests of district students and parents/guardians, while also maximizing the efficient use of district facilities.— The Superintendent or designee shall establish procedures for the selection and transfer of ~~students~~ student among district schools in accordance with law, Board policy, and administrative regulation.

(cf. 5117 - Interdistrict Attendance)

The parents/guardians of any student who resides within district boundaries may apply to enroll their child in any district school, regardless of the location of their ~~or~~ residence within the district. (Education Code 35160.5)

(cf. 5111.1 - District Residency)

The Board shall annually review this policy. —(Education Code 35160.5, 48980)

#### Enrollment Priorities

No student currently residing within a school's ~~Priority for attendance outside a student's~~ attendance area shall be displaced by another student transferring from outside the attendance area. (Education Code 35160.5)

(cf. 5116 - School Attendance Boundaries)

The Superintendent or designee shall grant priority to any district student to attend another district school, including a charter school, outside of his/her attendance area ~~given~~ as follows:



1. Any student enrolled in a district school that has been identified on the state's Open Enrollment Act list (Education Code 48354)

(cf. 5118 - Open Enrollment Act Transfers)

~~1. If a district school is receiving Title I funds is identified for program improvement, corrective action or restructuring, all students enrolled in that school shall be provided an option to transfer to another district school or charter school. (20 USC 6316)~~

~~2. If while on school grounds a student becomes the victim of a violent criminal offense, he/she shall be provided an option to transfer to another district school or charter school. (20 USC 7912)~~

~~Any student enrolled in a district3. If a student attends a school designated by the California Department of Education as "persistently dangerous" he/she shall be provided an option to transfer to another school or charter school. (20 USC 7912; 5 CCR 1199211994)~~

(cf. 0450 - Comprehensive Safety Plan)

3. Any student who is a victim of a violent crime while on school grounds (20 USC 7912)

4. Upon a finding that~~The Superintendent or designee may approve a student's transfer to a district school when~~ special circumstances exist that might~~may~~ be harmful or dangerous to the student in the current attendance area. Special circumstances include, but are, including but not limited to, threats of bodily harm or threats to the emotional stability of the student. Any such student may transfer to a district school that is at capacity and otherwise closed to transfers.

~~—~~To grant priority under these circumstances, the Superintendent or designee must have received either: ~~—~~(Education Code 35160.5)

a. A written statement from a representative of an appropriate state or local agency, including, but not necessarily limited to, a ~~such as a~~ law enforcement official, social worker, or a properly licensed or registered professional, such as a psychiatrist, psychologist, or marriage and family therapist.

b. A court order, including a temporary restraining order and~~or~~ injunction

5. Any sibling~~Priority may be given to siblings~~ of a student~~students~~ already in attendance in~~at~~ that school.

6. Any student~~Priority may be given to any students~~ whose parent/guardian is assigned to that school as his/her primary place of employment.

## Application and Selection Process

In order to ensure that priorities for enrollment in district schools are implemented in accordance with law, applications for intradistrict open enrollment shall be submitted between \_\_\_\_\_ (insert application window dates) \_\_\_\_\_ of the school year preceding the school year for which the transfer is requested.

The Superintendent or designee shall calculate each school's capacity in a nonarbitrary manner using student enrollment and available space. (Education Code 35160.5)

~~Except for priorities listed above~~~~For all other applications for enrollment from outside a school's attendance area,~~ the Superintendent or designee shall use a random, unbiased selection process to determine who shall be admitted whenever ~~the~~a school receives admission requests that are in excess of the school's capacity. (Education Code 35160.5)

Enrollment decisions shall not be based on a student's academic or athletic performance, except that existing entrance criteria for specialized schools or programs may be used provided that the criteria are uniformly applied to all applicants. ~~-Academic performance may be used to determine eligibility for, or placement in, programs for gifted and talented students. -(Education Code 35160.5)~~

(cf. 6172 - Gifted and Talented Student Program)

~~No student currently residing within a school's attendance area shall be displaced by another student transferring from outside the attendance area (Education Code 35160.5)~~

Transportation

Except as required ~~by 20 USC 6316,~~ for students who transferred~~transfers~~ out of a Title I program improvement school~~schools~~, the district shall not be obligated to provide transportation for students who attend school outside their attendance area. ~~However, upon request, the Superintendent or designee may authorize transportation contingent upon available space and funds.~~

(cf. 3250 - Transportation Fees)

(cf. 3540 - Transportation)

#### Legal Reference:

##### EDUCATION CODE

200 -Prohibition against discrimination

35160.5 -District policies; rules and regulations

35291 -Rules

35351 -Assignment of students to particular schools

46600-46611 Interdistrict attendance agreements

48200- Compulsory attendance

48204 Residency requirements for school attendance

48300-48316 Student attendance alternatives, school district of choice program

48350-48361 -Open Enrollment Act

48980 -Notice at beginning of term

##### CODE OF REGULATIONS, TITLE 5

11992-11994 -Definition of persistently dangerous schools

##### UNITED STATES CODE, TITLE 20

6311 State plans

~~6316 -Transfers from program improvement schools~~

7912 -Transfers from persistently dangerous schools

##### ~~CODE OF FEDERAL REGULATIONS, TITLE 34~~

~~200.36 -Dissemination of information~~

~~200.37 -Notice of program improvement status, option to transfer~~

~~200.39 -Program improvement, transfer option~~

~~200.42 -Corrective action, transfer option~~

~~200.43 -Restructuring, transfer option~~

~~200.44 -Public school choice, program improvement schools~~

~~200.48 -Transportation funding for public school choice~~

##### COURT DECISIONS

Crawford v. Huntington Beach Union High School District, (2002) 98 Cal.App.4th 1275

##### ATTORNEY GENERAL OPINIONS

85 Ops.Cal.Atty.Gen. 95 (2002)

#### Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Public School Choice FAQs

Every Student Succeeds Act 2016-17 School Year Transition Plan, April 2016

U.S. DEPARTMENT OF EDUCATION ~~PUBLICATIONS~~~~NONREGULATORY GUIDANCE~~  
~~Transitioning to the Every Student Succeeds Act (ESSA): Frequently Asked Questions, rev. May~~  
~~4, 2016~~

~~Public School Choice, January 2009~~

Unsafe School Choice Option, May 2004

#### WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, ~~Unsafe School Choice Option:~~

<http://www.cde.ca.gov/ls/ss/se/usco.asp>

U.S. Department of Education, ~~No Child Left Behind~~: <http://www.ednelb.gov>

Policy HANFORD ELEMENTARY SCHOOL DISTRICT

adopted: March 16, 1994 Hanford, California

revised: April 4, 2001

revised: February 4, 2004

revised: March 16, 2011

# Hanford ESD

## Administrative Regulation

### Intradistrict Open Enrollment

AR 5116.1  
Students

#### Transfers for Victims of a Violent Criminal Offense

Within a reasonable amount of time, not to exceed 14 days, after it has been determined that a student has been the victim of a violent criminal offense while on school grounds, the student's parents/guardians shall be offered an option to transfer their child to an eligible school identified by the Superintendent or designee. ~~In making the determination that~~determining whether a student has been a victim of a violent criminal offense, the ~~Superintendentsuperintendent~~ or designee shall consider the specific circumstances of the incident ~~on a case-by-case basis~~ and consult with local law enforcement as appropriate. ~~Examples of violent criminal offenses include, but are not limited to, attempted murder, battery with serious bodily injury, assault with a deadly weapon, rape, sexual battery, robbery, extortion, or hate crimes.~~

The Superintendent or designee shall consider the needs and preferences of the affected student and his/her parent/guardian in making the offer. ~~If the parent/guardian elects to transfer his/her child, the transfer shall be completed as soon as practicable.~~

#### Transfers from a "Persistently Dangerous" School

~~Upon receipt of~~Within 10 school days after receiving notification from the California Department of Education (CDE) that a district school has been designated as "persistently dangerous," ~~the Superintendent or designee shall~~ provide~~notify~~ parents/guardians of students attending the school with the following notifications:

1. Within 10 days of receipt of the notification from CDE, notice of the school's designation
2. Within 2010 school days of receipt of the notification from CDE, notice of the ~~after this notification has been provided to parents/guardians, the Superintendent or designee shall notify parents/guardians of their~~ option to transfer their child.

(cf. 0450 - Comprehensive Safety Plan)

Parents/guardians who desire to transfer their child out of a "persistently dangerous" school shall provide a written ~~request~~notification to the Superintendent or designee and shall rank-order their preferences from among all schools identified by the Superintendent or designee as eligible to receive transfer students. ~~The Superintendent or designee may establish~~ a reasonable timeline, not to exceed seven school days, for the submission of parent/guardian requests.

The Superintendent or designee shall consider the needs and preferences of students and parents/guardians before making an assignment, but is not obligated to accept the parent/guardian's preference if the assignment is not feasible due to space constraints or other considerations. ~~For students whose parents/guardians~~who accept the offer, the transfer shall generally be made within 30 school days of receiving the notice of the school's designation from the CDE. If parents/guardians decline the ~~assigned~~assignment school, the student may remain in his/her current school.

The transfer shall remain in effect as long as the student's school of origin is identified as "persistently dangerous."~~For~~ The Superintendent or designee may choose to make the transfer permanent based on the educational needs of the student, parent/guardian preferences, and other factors affecting the student's ability to succeed if returned to the school of origin.

The Superintendent or designee shall cooperate with neighboring districts to develop an interdistrict transfer program in the event that space is not available in a district school.

(cf. 5117 - Interdistrict Attendance)

Other Intradistrict Open Enrollment

~~Except Parents/guardians shall have an opportunity to apply for an intra-district transfer to a school of choice, subject to constraints created by the district's growth patterns, available facilities and impact on ethnic balances.~~

~~Applications may be submitted to the Superintendent's Office September 15th through October 1st for the current school year.~~

~~School of choice transfers shall be considered based on the following:~~

~~1. That district retains the authority to maintain appropriate racial and ethnic balances among district schools;~~

~~2. for victims of a violent crime and That students residing within the attendance boundaries of the school and currently enrolled, will not be displaced by students transferring from outside~~

~~the attendance areas;~~

~~3. That admission to a particular school shall not be influenced by a student's academic or athletic performance.~~

~~4. That when schools receive more applications than vacancies, a lottery type selection procedure will be used;~~

~~5. That when school capacity is reached, waivers for siblings to attend the same school may be considered by the Superintendent.~~

~~6. a "persistently That when school capacity is reached, waiver for children whose parent/guardian is assigned to that school as his/her primary place of employment may be considered by the Superintendent.~~

~~7. That when school capacity is reached, waiver for special circumstances (harmful or dangerous school," the following procedures shall apply to intradistrict opensituation) will be considered by the Superintendent.~~

~~8. That students who request transfers to schools for the purpose of participation in classes providing special educational services must meet existing entrance criteria to participate in the classes requested;~~

~~9. That students who are approved as a school of choice transfer shall receive the same consideration as those living within the school attendance area.~~

~~10. That students who wish to return to the school they previously attended may apply for such enrollment; the following school year.~~

1. The Superintendent or designee shall identify those schools which may have space available for additional students. A list of those schools and open enrollment applications shall be available at each site, the district office, and on the district's web site.

2. After the enrollment priorities have been applied in accordance with Board policy, if there are more requests for a particular school than there are spaces available, a random drawing shall be held from the applicant pool. A waiting list shall be established to indicate the order in which applicants may be accepted if openings occur during the year. Late applicants shall not be added to the waiting list for the current year but shall instead wait for a subsequent lottery.

3. The Superintendent or designee shall provide written notification to applicants as to whether their applications have been approved, denied, or placed on a waiting list. If the application is denied, the reasons for denial shall be stated.

4. Approved applicants must confirm their enrollment within 10 school days.

Any student who, prior to the 2016-17 school year, was granted a transfer out of a Title I school that had been identified for program improvement shall be allowed to remain in the school of enrollment until he/she completes the highest grade offered at that school.

(cf. 0520.2 - Title I Program Improvement Schools)

A student granted intradistrict enrollment under other circumstances shall not be required to reapply may not have to apply for readmission but, and however, the student may be subject to displacement back to their neighborhood school due to rezoning or excessive enrollment.

Any complaints regarding the open12. That students who are granted enrollment process shall be submitted in accordance with the applicable complaint procedure.

(cf. 1312.3 - Uniform Complaint Procedures)

#### Notifications

Notifications shall be sent to parents/guardians at the beginning of each a school year describing all current statutoryof choice who move to a new attendance options and local attendance options available in the area within district. Such notification shall include: (Education Code 35160.5, 48980)

1. All options for meeting residency requirements for boundaries may request, in writing, to terminate their status in the school attendance

(cf. 5111.1 - District Residency)

(cf. 5118 - Open Enrollment Act Transfers)

2. Program options offered within local attendance areas

3. A description of any special program options available on both an interdistrict and intradistrict basischoice in order to enroll in the school in the attendance area in which they now reside. Such requests shall be granted pending space.

4. A description of the procedure for application for alternative attendance areas or programs and the appeals process available, if any, when a change of attendance is denied

5. A district application form for requesting a change of attendance

13. That, if approved, transportation to and from the school of choice is the responsibility of the parent/guardian.



6. The explanation of attendance options under California law as provided by the CDE

(cf. 5145.6 - Parental Notifications)

Regulation	HANFORD ELEMENTARY SCHOOL DISTRICT
approved:	March 16, 1988      Hanford, California
revised:	April 4, 2001
revised:	February 23, 2004
revised:	March 16, 2011

## HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Joy C. Gabler  
FROM: Liz Simas  
DATE: November 10, 2016

For: ☒ Board Meeting  
☐ Superintendent's Cabinet  
☐ Information  
☒ Action

Date you wish to have your item considered: 12/14/16

ITEM: Receive for approval the following revised Board Policy:

BP 5131.62 - Tobacco

PURPOSE: The following Board Policy reflect changes (see underlined and strikeouts) that are necessary to align with current practices and procedures as well as recommendations by CSBA due to State and Federal law mandates and Education Code changes.

FISCAL IMPACT (if any): None

RECOMMENDATION (if any): Approve

# Hanford ESD

## Board Policy

### Tobacco

BP 5131.62

### Students

The Governing Board recognizes the serious health risks presented by tobacco use and desires to ensure that, through adoption of consistent policies, district students are made aware of those risks and, to the extent possible, protected from them. The Superintendent or designee shall establish a coordinated school health system which includes a comprehensive behavioral health education component that teaches students the knowledge, skills, and attitudes they need in order to lead healthy lives and avoid high-risk behaviors, such as tobacco use.

(cf. 5141.23 - Asthma Management)

The Superintendent or designee shall provide prevention, intervention, and cessation education, information, activities, and/or referrals to district students and shall ensure consistent enforcement of district policies prohibiting student possession and use of tobacco products.

### Prohibition Against Tobacco Use

~~The Board of Trustees recognizes that tobacco use presents health hazards and desires to discourage students' use of tobacco products.~~

Students shall not possess, smoke, or use tobacco or any product containing tobacco or nicotine while on campus, while attending school-sponsored activities, or while under the supervision and control of district employees. (Education Code 48900, 48901)

(cf. 3513.3 - Tobacco-Free Schools)

~~Students shall not~~ (cf. 5131 - Conduct)

(cf. 5144 - Discipline)

~~smoke, chew or possess tobacco or nicotine products on school property or during school hours, at school-sponsored events, or while under the supervision of district employees. Students who violate this prohibition shall be subject to disciplinary procedures which may result in suspension from school.—~~

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Smoking means inhaling, exhaling, burning, or carrying of any lighted or heated cigar, cigarette, pipe, tobacco, or plant product intended for inhalation, whether natural or synthetic, in any manner or form, and includes the use of an electronic smoking device that creates aerosol or vapor or of any oral smoking device for the purpose of circumventing the prohibition of smoking. (Business and Professions Code 22950.5; Education Code 48901)

Tobacco products include: (Business and Professions Code 22950.5; Education Code 48901)

1. A product containing, made, or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, including, but not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, or snuff
2. An electronic device that delivers nicotine or other vaporized liquids to the person inhaling from the device, including, but not limited to, an electronic cigarette, cigar, pipe, or hookah
3. Any component, part, or accessory of a tobacco product, whether or not sold separately

These prohibitions do not apply to a student's possession or use of his/her own prescription products. However, student possession or use of prescription products in school shall be subject to the district's policy and regulation for addressing the administration of medications on campus. (Education Code 48900)

(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)

### Prevention Instruction

The district shall provide developmentally appropriate tobacco-use prevention instruction for students at selected grade levels from K-12 pursuant to Education Code 51202. Such instruction shall be aligned with state content standards and the state curriculum framework for health education and with any requirements of state and/or federal grant programs in which the district participates.

~~All students shall receive instruction on the effects of smoking on the human body.—~~

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6143 - Courses of Study)

### Intervention/Cessation Services

The district may provide or refer students to counseling, intensive education, and other intervention services to assist in the cessation of tobacco use. Such intervention services shall be provided as an alternative to suspension for tobacco possession.

(cf. 1020 - Youth Services)

(cf. 5141.6 - School Health Services)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6164.2 - Guidance/Counseling Services)

### Program Planning

The district's tobacco-use prevention and intervention program shall be based on an assessment of tobacco-use problems in district schools and the community, an examination of existing services and activities in the community, and a determination of high-risk student populations that are most in need of district services.

The Superintendent or designee shall coordinate with the local health department and county office of education in program planning and implementation. He/she may establish an advisory council including students, parents/guardians, district staff, representatives of the local health department and community organizations, law enforcement professionals, and/or others with demonstrated expertise in tobacco prevention and cessation.

(cf. 1220 - Citizen Advisory Councils)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

The Superintendent or designee also shall coordinate the district's tobacco-use prevention and intervention program with other district efforts to reduce students' use of illegal substances and to promote student wellness.

(cf. 5030 - Student Wellness)

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.63 - Steroids)

The Superintendent or designee shall select tobacco-use prevention programs based on the model program designs identified by the California Department of Education (CDE) and may adapt the model to meet district needs. (Health and Safety Code 104420)

The Superintendent or designee shall not accept for distribution any materials or advertisements that promote the use or sale of tobacco products. He/she also shall not accept tobacco-use prevention or intervention funds or materials from the tobacco industry or from any entity which is known to have received funding from the tobacco industry.

(cf. 1325 - Advertising and Promotion)

(cf. 3290 - Gifts, Grants and Bequests)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

### Program Evaluation

To evaluate the effectiveness of the district's program and ensure accountability, the Superintendent or designee shall biennially administer the California Healthy Kids Survey or other appropriate student survey at selected grade levels in order to assess student attitudes toward tobacco and student use of tobacco. He/she also shall annually report to the Board, and to the CDE if required, the data specified in Health and Safety Code 104450.

(cf. 0500 - Accountability)

(cf. 5022 - Student and Family Privacy Rights)

(cf. 6162.8 - Research)

The results of program evaluations shall be used to refine program goals and objectives and make changes as needed to strengthen program implementation.

### Legal Reference:

#### EDUCATION CODE

~~890048900~~ Suspension or expulsion (grounds)

48900.5 -Suspension, limitation on imposition; exception

48901 -Smoking or use of tobacco prohibited

51202 -Instruction in personal and public health and safety

60041 Instructional materials, portrayal of effects of tobacco use

#### BUSINESS AND PROFESSIONS CODE

22950.5 Stop Tobacco Access to Kids Enforcement Act; definitions

#### HEALTH AND SAFETY CODE

104350-104495 Tobacco-104420—Implementation of —tobacco-use prevention education

104559 Tobacco use prohibition

119405 Unlawful to sell or furnish electronic cigarettes to minors

#### PENAL CODE

308 Minimum age for tobacco possession

#### CODE OF REGULATIONS, TITLE 17

6800 Definition, health assessment

6844-6847 Child Health and Disability Prevention program; health assessments

UNITED STATES CODE, TITLE 207111-7122 Student Support and Academic Enrichment GrantsCODE OF FEDERAL REGULATIONS, TITLE 211140.1-1140.34 Unlawful sale of cigarettes and smokeless tobacco to minorsATTORNEY GENERAL OPINIONS88 Ops.Cal.Atty.Gen. 8 (2005)Management Resources:CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONSTUPE Acceptance of Funds GuidanceHealth Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008Health Framework for California Public Schools: Kindergarten Through Grade Twelve, 2003Getting Results: Part II California Action Guide to Tobacco Use Prevention Education, 2000WEST ED PUBLICATIONSGuidebook for the California Healthy Kids SurveyWEB SITESCSBA: <http://www.csba.org>California Department of Education, Tobacco-Use Prevention Education:<http://www.cde.ca.gov/ls/he/at/tupe.asp>California Department of Public Health, Tobacco Control:<http://www.cdph.ca.gov/programs/tobacco>California Healthy Kids Resource Center: <http://www.californiahealthykids.org>California Healthy Kids Survey: <http://www.wested.org/hks>Centers for Disease Control and Prevention, Smoking and Tobacco Use:<http://www.cdc.gov/tobacco>U.S. Surgeon General: <http://www.surgeongeneral.gov>

Policy HANFORD ELEMENTARY SCHOOL DISTRICT

adopted: May 16, 2001 Hanford, California

HANFORD ELEMENTARY SCHOOL DISTRICT  
**Human Resources Department**

**AGENDA REQUEST FORM**

**TO:** Joy Gabler

**FROM:** Jaime Martinez

**DATE:** December 5, 2016

**RE:** (X ) Board Meeting  
 ( ) Superintendent's Cabinet  
 ( ) Information  
 (X ) Action

DATE YOU WISH TO HAVE YOUR ITEM CONSIDERED: **December 14, 2016**

**ITEM:** Consider approval of personnel transactions and related matters.

**PURPOSE:**

**a. Employment**

Certificated

- Maria Porras, Teacher, Monroe, effective 1/9/17

Classified

- Deborah Albrecht, Health Care Assistant – 6.0 hrs., Simas, effective 11/29/16
- Juan Covarrubias, Alternative Education Program Aide – 5.5 hrs., community Day School, effective 11/28/16
- Devon Anne Daniel, Alternative Education Program Aide – 5.5 hrs., Community Day School, effective 1/9/17
- Maria Prado, Bilingual Health Care Assistant – 6.0 hrs., Richmond, effective 11/17/16

Temporary Employees/Substitutes/Yard Supervisors

- Alejandro Acevedo, Substitute Custodian II and Groundskeeper II, effective 11/10/16
- Hannah Bruner, Yard Supervisor – 2.0 hrs., Simas, effective 11/28/16
- Hilary Carabajal, Short-term Yard Supervisor – 1.0 hr., Monroe, effective 11/14/16 to 12/16/16



Temporary Employees/Substitutes/Yard Supervisors (cont.)

- Erica Caton, Substitute Yard Supervisor, effective 11/14/16
- Daniel Covarrubias, 7-8 Boys/Girls Wrestling Coach, Kennedy, effective 11/7/16 to 2/11/17
- Juan Covarrubias, 7-8 Boys/Girls Wrestling Coach, Kennedy, effective 11/7/16 to 2/11/17
- Emily Dixon, Substitute Clerk Typist I, Food Service Worker I/II, READY Program Tutor and Yard Supervisor, effective 11/15/16
- Angel Fredrick, Substitute Yard Supervisor, effective 11/14/16
- Raul Guzman, 4-6 Boys Basketball Coach, Monroe, effective 11/7/16 to 2/4/17
- Esmeralda Ledesma, Short-term Yard Supervisor – 1.0 hr., Lincoln, effective 11/9/16 to 12/16/16
- Mayra Martin, Substitute READY Program Tutor, Translator: Oral Interpreter and Written Translator, effective 11/17/16
- Melissa Martinez, Substitute READY Program Tutor, effective 11/28/16
- Martha Murillo, Substitute Alternative Education Program Aide, Bilingual Clerk Typist II, Clerk Typist II, Translator: Oral Interpreter and Written Translator, effective 11/18/16
- Juan Nunez, Substitute Yard Supervisor, effective 12/1/16
- Ceason Raulino, Substitute Food Service Worker I/II and Yard Supervisor, effective 11/16/16
- Eugene Reyes, 7-8 Boys/Girls Wrestling Coach, Wilson, effective 11/21/16 to 2/11/17
- Jason Roberson, 4-6 Boys Basketball Coach, Roosevelt, effective 11/28/16 to 2/4/17
- Kimberly Alvarez Rodriguez, Substitute Bilingual Clerk Typist II, Clerk Typist II, Translator: Oral Interpreter and Written Translator, effective 11/21/16
- Dylan Stewart, Short-term Yard Supervisor – 2.0 hrs., Washington, effective 11/28/16 to 12/16/16
- Anthony Zulim, Substitute Custodian I, effective 12/1/16

**b. Resignations**

- Karen Bissell, Teacher, Monroe, effective 12/16/16
- Veronica Garcia, Substitute READY Program Tutor, effective 4/14/16
- Roberto Ibarra, READY Program Tutor – 4.5 hrs., Richmond, effective 12/16/16
- Liliana Lepe, Health Care Assistant – 6.0 hrs., Simas, effective 11/17/16

**c. Terminated due to Failure to Complete the Annual Child Abuse Training**

- Melissa Carpentieri, Substitute READY Program Tutor, effective 5/12/16
- Colleen Carter, Substitute Food Service Worker I and II, effective 9/10/15

**c. Terminated due to Failure to Complete the Annual Child Abuse Training (cont.)**

- Bibiana Gonido, Substitute Babysitter and Yard Supervisor, effective 6/3/16
- Aaron Johnston, Substitute Custodian I and Groundskeeper I, effective 3/4/16
- Victoria Naranjo, Substitute Bilingual Clerk Typist I, Clerk Typist I, Translator: Oral Interpreter and Written translator, effective 11/13/16
- Anthony Parker, Substitute Custodian I and READY Program Tutor, effective 8/25/16
- Diana Quiroz, Substitute Clerk Trainee, effective 12/2/14
- Kimberly Alvarez Rodriguez, Substitute Bilingual Clerk Typist II, Clerk Typist II, Translator: Oral Interpreter and Written Translator, effective 9/2/16
- Jorge Valtierra, Substitute Groundskeeper I, effective 7/29/16

**d. Retirement**

- Andres V. Calderon, Lead Custodian – 8.0 hrs., Richmond, effective 12/29/16

**e. Temporary Out of Class Assignment**

- Lucy Rose, from Account Clerk II – 8.0 hrs., to Account Technician III – 8.0 hrs., Food Services, effective 11/14/16 to 12/16/16

**f. Decrease in Hours**

- Jamie Jordan, Yard Supervisor, from 3.5 hrs., to 3.0 hrs., Simas, effective 10/12/16

**g. Leave of Absence**

- Josephine Kneisel, Yard Supervisor – 2.25 hrs., Roosevelt, effective 11/28/16 to 12/12/16, medical
- Robert Leon, Bilingual Student Specialist – 8.0 hrs., Roosevelt, effective 1/17/17 to 2/10/17, Study
- Sonia Mena, Yard Supervisor – 3.75, Jefferson, effective 10/27/16 to 12/9/16, personal

**h. Consider approval of Field Experience Partnership with Fresno State Preliminary Administrative Services Preparation Program**

Approve agreement between Hanford Elementary School District and California State University, Fresno, Preliminary Administrative Services Preparation Program to provide a field experience partnership to prepare qualified candidates for a California Preliminary Administrative Services Credential.

**i. Volunteers**

<u>Name</u>	<u>School</u>
Maria Ramirez	Hamilton
Crystal Avila (HESD Employee)	Jefferson
Lindsay Hastings (HESD Employee)	Jefferson
Amy Fochetti (HESD Employee)	Jefferson
Michael Jensen	Jefferson
Floyd Wilding	Jefferson
Janet Alfaro-Alapisco	King
Selena Espindola	King
Diane Molina (HESD Employee)	King
Crystal Perez	King
Denise Sainz	King
Judy Garcia	Lincoln
Linda Mello	Monroe
Jesus Nieves	Monroe
Estela Alvarez	Simas
Antonia Gastelum	Simas
Susan Toste	Simas
Kimberly Willard	Simas
Mary Brown	Washington
Judy Flores	Washington
Joshua Johnson	Washington

**RECOMMENDATION:** Approve.

**California State University, Fresno  
Educational Leadership and Administration Program**

**Field Experience Partnership  
Fresno State Preliminary Administrative Services Preparation Program  
and  
Hanford Elementary School District**

**Memorandum of Understanding**

Fresno State's Preliminary Administrative Services Preparation Program is delivered through a cohort model. All candidates participate in field experiences that are designed to facilitate the application of theoretical concepts in authentic settings. Each candidate is introduced to the major responsibilities authorized by the preliminary administrative services credential as articulated in the California Administrator Performance Expectations (CAPEs). Field experiences include a variety of diverse and realistic settings both in the day-to-day functions of administrators and in long-term policy design and implementation.

Field experiences are embedded in coursework to more effectively provide a practice-based curriculum that ties theory to practice, and each candidate's performance is guided, assisted, and evaluated by the course instructor and in-the-field administrators – PASC District Mentors and field experience site administrators. University program course instructors and in-the-field administrators provide complete, accurate, and timely feedback to each candidate, including constructive suggestions for improvement.

Field experiences occur in three primary settings: cohort designated settings, candidates' site settings, and district settings.

Fresno State program faculty and the administration of the **Hanford Elementary School District** are committed to providing appropriate field experience settings as well as guidance, assistance, and feedback for each required field experience.

The Educational Leadership faculty at Fresno State and the administration of the **Hanford Elementary School District** value this partnership in order to support the growth and development of each candidate and to ensure that each candidate builds the knowledge and skills required to be recommended as a qualified candidate for a California Preliminary Administrative Services Credential and to effectively serve students in the Central Valley and the state.

---

District Superintendent/designee name

Dr. Linda Hauser

Fresno State Program Coordinator name

---

Superintendent/designee Signature

  
Fresno State Program Coordinator Signature

## HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Joy C. Gabler

FROM: David Endo

DATE: 12/05/2016

FOR: ☒ Board Meeting  
☐ Superintendent's Cabinet

FOR: ☐ Information  
☒ Action

Date you wish to have your item considered: 12/14/2016

**ITEM:**

Consider approval of the Kings County Treasurer's Quarterly Compliance Report.

**PURPOSE:**

Enclosed is the Kings County Investment Pool compliance report for the quarter ending 09/30/2016. The interest rate for the quarter was 0.7719%.

**FISCAL IMPACT:**

None.

**RECOMMENDATIONS:**

Approve the Kings County Treasurer's Quarterly Compliance Report.




**COUNTY OF KINGS**  
**DEPARTMENT OF FINANCE**  
REBECCA VALENZUELA, CPA CGMA • DIRECTOR OF FINANCE  
1400 W. LACEY BLVD • HANFORD, CA 93230

ACCOUNTING DIVISION  
(559) 852-2455 • FAX: (559) 587-9935

TAX COLLECTOR • TREASURER DIVISION  
TAX: (559) 852-2479 • TREASURER (559) 852-2477  
FAX: (559) 582-1236

DATE: October 7, 2016

TO: Treasury Depositors  
Board of Supervisors  
County Treasury Oversight Committee

FROM: Rebecca Valenzuela, CPA, CGMA, Director of Finance 

SUBJECT: Quarterly Portfolio Compliance Report

Enclosed is the Kings County Treasurer's - Quarterly Compliance Report for the period July 1 – September 30, 2016. The interest rate for the quarter for funds held by the Treasury was .7719%.

If you have any questions on the report or the portfolio, please feel free to call Tammy Phelps, Assistant Director of Finance - Treasury, at 852-2462.

Encl. 1

# Kings County Treasurer's Statement of Interest Earnings

For the Period July 1, 2016 - September 30, 2016	
POOLED INVESTMENT ACCOUNT:	
Gross Interest Earnings (on Accrual Basis)	\$680,576
Less: Administrative Expenses	(102,685)
Banking Expenses	(8,641)
Net Interest Earnings Apportioned	\$569,251
Portfolio Return of Investment:	
Average Pooled Funds Invested	\$276,700,775
Gross Yield on Investments	0.9785%
Net Yield on Investments	0.8184%
Treasury Return on Investment:	
Average Pooled Funds In Treasury	\$293,380,207
Gross Yield Pooled Treas Funds	0.9229%
Net Yield on Pooled Treasury Funds	0.7719%
DIRECT INVESTMENT ACCOUNT:	
Average Direct Funds Invested	\$0
<b>TOTAL AVERAGE FUNDS INVESTED:</b>	<b>\$276,700,775</b>

YIELD TRENDS		
Gross Yield History*		
Quarter	Pool	LAIF
Sep-16	0.9785%	0.6046%
Jun-16	1.0600%	0.5473%
Mar-16	0.8967%	0.4643%
Dec-15	1.0016%	0.3672%
Sep-15	0.8794%	0.3195%
Jun-15	0.8477%	0.2836%
Mar-15	0.7391%	0.2601%
Dec-14	0.9132%	0.2542%
Sep-14	0.7690%	0.2418%
Jun-14	0.8205%	0.2212%
Mar-14	0.6774%	0.2304%
Dec-13	0.7829%	0.2557%
Sep-13	0.5764%	0.2567%
Jun-13	0.8620%	0.2436%
Mar-13	0.8347%	0.2824%
Dec-12	0.8720%	0.3219%
Sep-12	1.1782%	0.3552%
Jun-12	1.1933%	0.3573%

\*The yield history represents gross portfolio yields; costs have not been deducted.

## Kings County Treasurer's Liquidity Projections for the Period October 1, 2016 - September 30, 2017 (In Thousands)

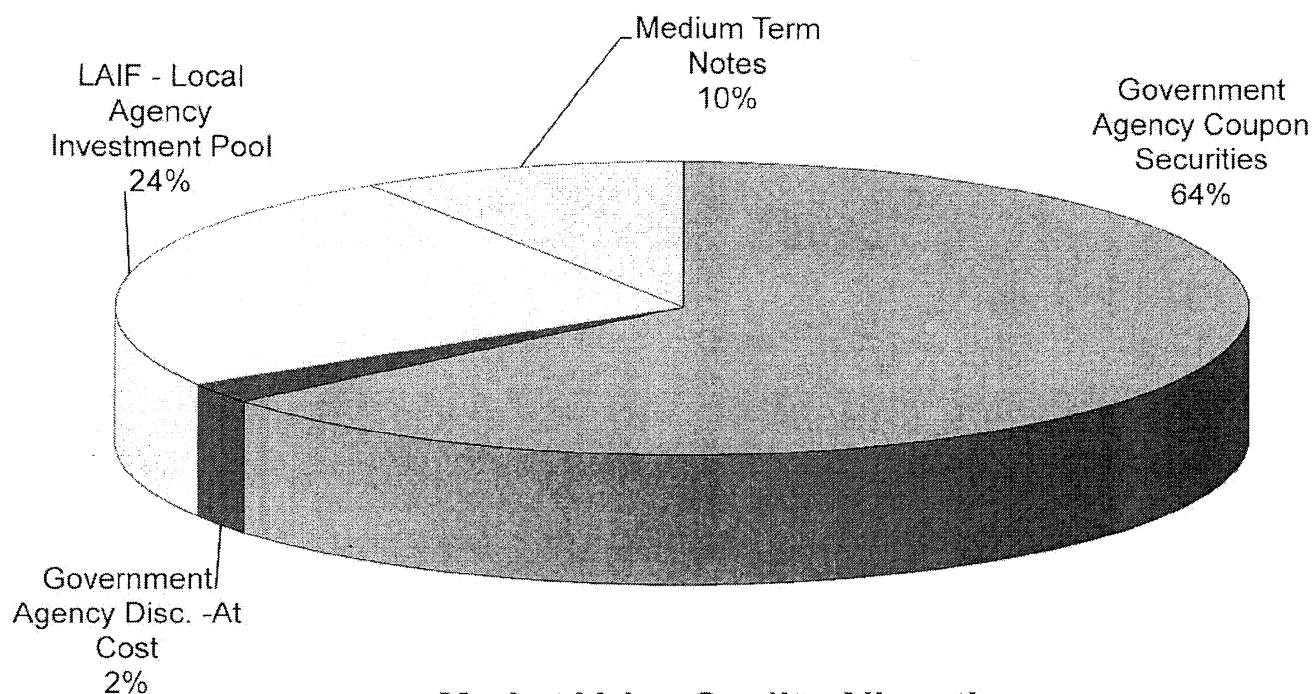
(in thousands)									
A		B		C	D		E	F	G
ACTUAL MONTH/ YEAR	TREASURER'S RECEIPTS	TREASURER'S DISBURSEMENTS	TREASURER'S SURPLUS or	INVESTMENTS				ESTIMATE	
	ACTUAL	ACTUAL	(DEFICIT) (A-B)	MONTH YEAR	PORTFOLIO MATURITIES	LAIF	TOTAL (D+E)	SURPLUS (F+C)	
Jul-16	40,377	67,082	(26,705)	Jul-17	0	58,710	58,710	32,005	
Aug-16	43,648	61,747	(18,099)	Aug-17	2,000	32,005	34,005	15,906	
Sep-16	63,247	54,506	8,741	Sep-17	4,000	15,906	19,906	28,647	
Oct-15	49,999	50,404	(405)	Oct-16	4,000	65,000	69,000	68,595	
Nov-15	52,345	48,780	3,565	Nov-16	0	65,000	65,000	68,565	
Dec-15	125,742	72,203	53,539	Dec-16	0	65,000	65,000	118,539	
Jan-16	49,754	71,855	(22,101)	Jan-17	7,000	65,000	72,000	49,899	
Feb-16	53,058	50,841	2,217	Feb-17	0	49,899	49,899	52,116	
Mar-16	65,358	53,617	11,741	Mar-17	0	52,116	52,116	63,857	
Apr-16	85,391	56,132	29,259	Apr-17	0	63,857	63,857	93,116	
May-16	50,157	68,611	(18,454)	May-17	2,000	65,000	67,000	48,546	
Jun-16	66,087	60,941	5,146	Jun-17	5,018	48,546	53,564	58,710	
TOTALS	745,163	716,719	28,444	24,018					

NOTE: Maximum LAIF balance was increased on January 1, 2016 from \$50,000,000 to \$65,000,000.

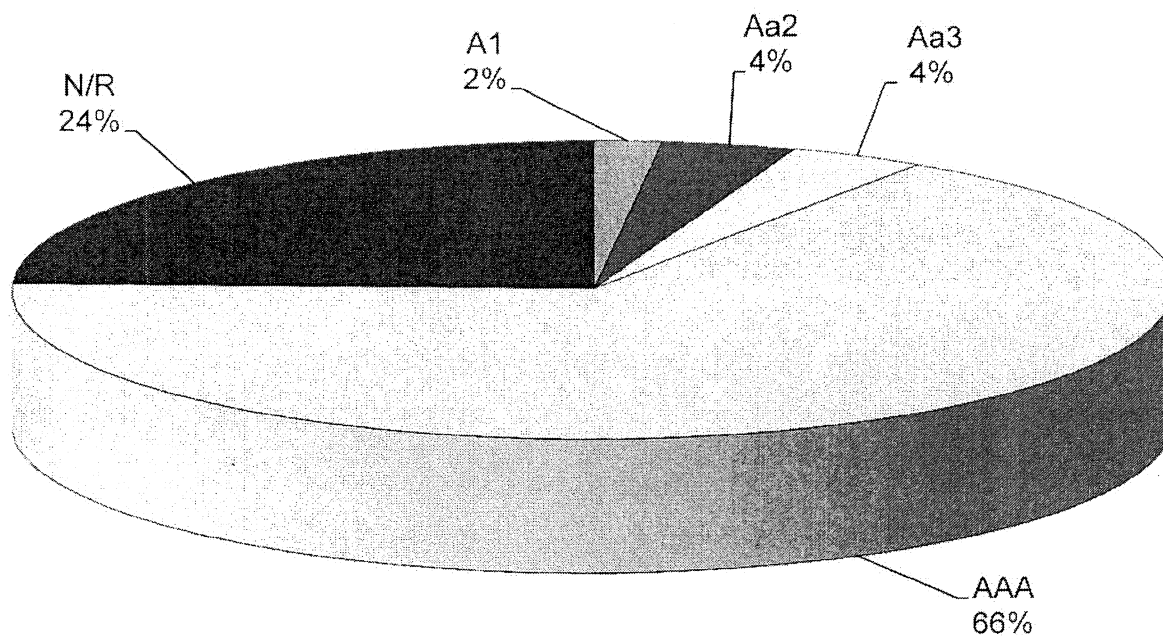
Sufficient liquidity exists to meet the mandated six months cash flow expenditure requirements. The historical receipts have been adjusted for expected non-re-occurring participant activity.

**KINGS COUNTY POOLED INVESTMENTS**  
**PORTFOLIO STATISTICS**

**Book Value by Investment Type**  
as of September 30, 2016



**Market Value Quality Allocation**  
as of September 30, 2016







**Kings County Investment Pool**  
**Portfolio Management**  
**Portfolio Summary**  
**September 30, 2016**

Kings County  
 1400 W. Lacey Blvd.  
 Kings County Govt. Center  
 Hanford, CA  
 (559) 582-3211

Investments	Par Value	Market Value	Book Value	% of Portfolio	Days to Maturity	YTM 365 Equiv.	YTM 360 Equiv.
Government Agency Coupon Securities	171,000,000.00	171,360,110.00	171,024,631.91	64.04	806	1.200	1.184
Government Agency Disc. -At Cost	6,000,000.00	5,998,460.00	5,976,339.99	2.24	38	0.577	0.569
LAIF - Local Agency Investment Pool	65,000,000.00	65,000,000.00	65,000,000.00	24.34	1	0.614	0.606
Medium Term Notes	25,018,000.00	25,101,520.36	25,054,086.09	9.39	381	1.270	1.252
<b>Investments</b>	<b>267,018,000.00</b>	<b>267,460,090.36</b>	<b>267,065,056.99</b>	<b>100.00%</b>	<b>553</b>	<b>1.050</b>	<b>1.036</b>

<b>Cash and Accrued Interest</b>							
Passbook/Checking (not included in yield calculations)	26,691,450.61	26,691,450.61	26,691,450.61		1	0.250	0.247
Accrued Interest at Purchase		0.00	0.00				
Ending Accrued Interest		717,172.81	717,172.81				
<b>Subtotal</b>		<b>27,408,623.42</b>	<b>27,408,623.42</b>				
<b>Total Cash and Investments Value</b>	<b>293,709,450.61</b>	<b>294,868,713.78</b>	<b>294,473,680.41</b>		<b>553</b>	<b>1.050</b>	<b>1.036</b>

Total Earnings	September 30 Month Ending	Fiscal Year To Date
Current Year	237,389.16	680,709.91
Average Daily Balance	270,950,760.54	277,136,113.90
Effective Rate of Return	1.07%	0.97%

The Pooled Portfolio was in compliance during the quarter ending September 30, 2016, with California Government Code Sections 53601 et seq. and 53635, and the Director of Finance's Statement of Investment Policy dated January 1, 2016. Market prices are provided by Union Bank of California and are as of the last business day of the month. Ratings listed in the Portfolio Reports are issued by Moody's Rating Agency. If you have any questions about the Pooled Investment Fund, please call Tammy Phelps, Assistant Director of Finance - Treasury, at (559) 862-2462.

*Rebecca Valenzuela* 11/2/16  
 Rebecca Valenzuela, CPA, CGMA, Director of Finance

Reporting period 09/01/2016-09/30/2016

Run Date: 10/31/2016 - 10:29

**Kings County Investment Pool**  
**Portfolio Management**  
**Portfolio Details - Investments**  
**September 30, 2016**

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Moody's	YTM 360	Days to Maturity
<b>Government Agency Coupon Securities</b>											
3130A1NN4	130048	Federal Home Loan Banks		04/23/2014	2,000,000.00	2,004,520.00	1,997,543.83	0.875	AAA	0.986	235 05/24/2017
3135GDMZ3	130049	Federal Nat'l Mortgage Assoc.		04/23/2014	2,000,000.00	2,003,800.00	1,995,590.37	0.875	AAA	1.085	331 08/28/2017
3135GDP2	120011	Federal Nat'l Mortgage Assoc.		10/26/2012	2,000,000.00	2,005,180.00	2,000,000.00	1.000	AAA	0.986	354 09/20/2017
3137EADL0	150046	Federal Home Loan Mort. Co.		01/15/2016	2,000,000.00	2,006,240.00	2,001,878.22	1.000	AAA	0.893	363 09/29/2017
3133EFHV6	150041	Federal Farm Credit Bank		01/13/2016	2,000,000.00	1,998,720.00	1,990,811.43	0.650	AAA	0.946	377 10/13/2017
3130A3HF4	140009	Federal Home Loan Banks		12/10/2014	2,000,000.00	2,009,140.00	1,999,879.76	1.125	AAA	1.113	433 12/08/2017
3133EEFE6	140010	Federal Farm Credit Bank		12/18/2014	2,000,000.00	2,008,680.00	1,999,440.00	1.125	AAA	1.128	443 12/18/2017
3130A3RY2	140011	Federal Home Loan Banks		12/30/2014	2,000,000.00	2,000,500.00	2,000,000.00	1.150	AAA	1.134	454 12/28/2017
3133EFVC8	150037	Federal Farm Credit Bank		01/19/2016	2,000,000.00	2,004,780.00	2,000,000.00	1.000	AAA	0.986	475 01/19/2018
3134G6SW4	140024	Federal Home Loan Mort. Co.		04/29/2015	2,000,000.00	2,017,840.00	1,999,727.27	1.000	AAA	0.996	485 01/29/2018
3135G0TV5	120034	Federal Nat'l Mortgage Assoc.		01/30/2013	2,000,000.00	1,999,160.00	2,000,000.00	1.030	AAA	1.016	486 01/30/2018
3137EADP1	150036	Federal Home Loan Mort. Co.		01/12/2016	2,000,000.00	2,001,560.00	1,995,164.39	0.875	AAA	1.024	522 03/07/2018
3133EFGS3	150024	Federal Farm Credit Bank		12/14/2015	2,000,000.00	2,005,800.00	2,000,000.00	1.100	AAA	1.085	529 03/14/2018
3134G6B5J3	140042	Federal Home Loan Mort. Co.		06/23/2015	2,000,000.00	2,007,740.00	2,000,000.00	1.100	AAA	1.085	538 03/23/2018
3134G4G2G2	120054	Federal Home Loan Mort. Co.		04/30/2013	5,000,000.00	5,000,050.00	5,000,000.00	1.050	AAA	1.036	576 04/30/2018
3133EEJ50	140035	Federal Farm Credit Bank		05/11/2015	2,000,000.00	2,005,920.00	2,000,000.00	1.030	AAA	1.016	587 05/11/2018
3134G43V8	120059	Federal Home Loan Mort. Co.		05/15/2013	2,000,000.00	2,000,160.00	2,000,000.00	1.050	AAA	1.036	591 05/15/2018
3135G0XA6	120060	Federal Nat'l Mortgage Assoc.		05/21/2013	2,000,000.00	2,000,180.00	2,000,000.00	1.030	AAA	1.016	597 05/21/2018
3133EFQD2	150013	Federal Farm Credit Bank		11/23/2015	2,000,000.00	2,009,040.00	2,000,000.00	1.080	AAA	1.065	599 05/23/2018
3135G0XK4	120061	Federal Nat'l Mortgage Assoc.		05/30/2013	2,000,000.00	1,999,120.00	2,000,000.00	1.050	AAA	1.036	601 05/25/2018
3133EEP95	140043	Federal Farm Credit Bank		06/03/2015	2,000,000.00	2,007,700.00	2,000,000.00	1.100	AAA	1.085	608 06/01/2018
3130A4Y71	140023	Federal Home Loan Banks		04/15/2015	2,000,000.00	2,005,440.00	2,000,000.00	1.000	AAA	0.985	622 06/15/2018
3134G67C1	140044	Federal Home Loan Mort. Co.		06/22/2015	2,000,000.00	2,001,980.00	2,000,000.00	1.200	AAA	1.184	629 06/22/2018
3133EE2F6	140047	Federal Farm Credit Bank		06/25/2015	2,000,000.00	2,012,420.00	1,999,693.33	1.220	AAA	1.211	632 06/25/2018
3130A63A3	150003	Federal Home Loan Banks		08/03/2015	2,000,000.00	2,010,420.00	2,000,000.00	1.150	AAA	1.134	671 08/03/2018
3133EE6G0	150005	Federal Farm Credit Bank		08/06/2015	2,000,000.00	2,011,380.00	2,000,000.00	1.150	AAA	1.134	674 08/06/2018
3130A6XE2	150033	Federal Home Loan Banks		01/12/2016	2,000,000.00	2,013,060.00	2,004,717.24	1.250	AAA	1.115	678 08/10/2018
3130A6E54	140037	Federal Home Loan Banks		05/13/2015	2,000,000.00	2,007,720.00	2,000,000.00	1.100	AAA	1.085	681 08/13/2018
313375K48	150031	Federal Home Loan Banks		01/07/2016	2,000,000.00	2,042,100.00	2,030,184.90	2.000	AAA	1.213	713 09/14/2018
3130A7M96	140045	Federal Home Loan Mort. Co.		06/24/2015	2,000,000.00	2,016,440.00	1,998,769.23	1.325	AAA	1.338	723 09/24/2018
3135GEE58	150007	Federal Nat'l Mortgage Assoc.		11/05/2015	2,000,000.00	2,010,360.00	1,996,932.89	1.125	AAA	1.171	747 10/18/2018
3130A6ZD2	150030	Federal Home Loan Banks		01/26/2016	2,000,000.00	2,000,680.00	2,000,000.00	1.375	AAA	1.356	755 10/26/2018
3133EE6F2	150006	Federal Farm Credit Bank		08/06/2015	2,000,000.00	2,014,600.00	2,000,000.00	1.250	AAA	1.233	766 11/06/2018
3130A7UV5	150065	Federal Home Loan Banks		05/09/2016	2,000,000.00	2,000,060.00	2,000,000.00	1.120	AAA	1.105	769 11/09/2018
3133EFPJ0	150011	Federal Farm Credit Bank		11/19/2015	2,000,000.00	2,013,860.00	2,000,966.67	1.290	AAA	1.253	779 11/19/2018

Portfolio POOL

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Report Ver. 7.3.5

**Kings County Investment Pool**  
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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Moody's	YTM 360	Days to Maturity
<b>Government Agency Coupon Securities</b>											
3133EFRH2	150015	Federal Farm Credit Bank		11/30/2015	2,000,000.00	2,000,380.00	2,000,000.00	1.340	AAA	1.322	790 11/30/2018
3136G3UA3	150014	Federal Nat'l Mortgage Assoc.		11/30/2015	2,000,000.00	2,001,520.00	2,000,000.00	1.350	AAA	1.332	790 11/30/2018
3133EFRQ2	150017	Federal Farm Credit Bank		12/03/2015	2,000,000.00	2,017,820.00	2,002,933.33	1.300	AAA	1.223	793 12/03/2018
3135G0G72	150008	Federal Nat'l Mortgage Assoc.		11/05/2015	2,000,000.00	2,009,600.00	1,993,646.11	1.125	AAA	1.238	804 12/14/2018
3133EFSW8	150025	Federal Farm Credit Bank		12/21/2015	2,000,000.00	2,002,540.00	2,000,000.00	1.375	AAA	1.356	811 12/21/2018
3130A6Y84	150028	Federal Home Loan Banks		01/25/2016	2,000,000.00	2,003,980.00	2,000,000.00	1.500	AAA	1.479	848 01/25/2019
3133EFVD6	150047	Federal Farm Credit Bank		02/01/2016	2,000,000.00	2,002,480.00	2,000,000.00	1.320	AAA	1.302	853 02/01/2019
3130ABXU2	160005	Federal Home Loan Banks		08/08/2016	2,000,000.00	1,996,100.00	2,000,000.00	1.020	AAA	1.006	860 02/08/2019
3130ABV26	160003	Federal Home Loan Banks		08/12/2016	2,000,000.00	2,000,600.00	2,000,000.00	1.050	AAA	1.036	864 02/12/2019
3134G9EB9	150067	Federal Home Loan Mort. Co.		05/13/2016	2,000,000.00	2,001,040.00	2,000,000.00	1.200	AAA	1.184	865 02/13/2019
3135G0Z44	150034	Federal Nat'l Mortgage Assoc.		01/12/2016	2,000,000.00	2,044,680.00	2,029,054.61	1.875	AAA	1.263	871 02/19/2019
3130ABYM9	160006	Federal Home Loan Banks		08/30/2016	2,000,000.00	1,997,140.00	2,000,000.00	1.000	AAA	0.986	880 02/28/2019
3130A86L2	150074	Federal Home Loan Banks		06/01/2016	2,000,000.00	2,001,700.00	2,000,000.00	1.200	AAA	1.184	881 03/01/2019
3136G3AP0	150052	Federal Nat'l Mortgage Assoc.		03/15/2016	2,000,000.00	2,000,380.00	2,000,000.00	1.250	AAA	1.233	895 03/15/2019
3136G3BR5	150054	Federal Nat'l Mortgage Assoc.		03/22/2016	2,000,000.00	2,000,280.00	2,000,000.00	1.300	AAA	1.282	902 03/22/2019
3134G6UE7	150057	Federal Home Loan Mort. Co.		04/05/2016	2,000,000.00	2,000,020.00	2,000,000.00	1.350	AAA	1.332	916 04/05/2019
3134G8WG0	150059	Federal Home Loan Mort. Co.		04/26/2016	2,000,000.00	2,001,460.00	2,000,000.00	1.200	AAA	1.184	937 04/26/2019
3135G6K44	150068	Federal Nat'l Mortgage Assoc.		05/16/2016	2,000,000.00	2,000,900.00	2,000,000.00	1.250	AAA	1.233	967 05/16/2019
3136G3LA1	150066	Federal Nat'l Mortgage Assoc.		05/17/2016	2,000,000.00	2,000,160.00	2,000,000.00	1.300	AAA	1.282	968 05/17/2019
3134G82M8	160004	Federal Home Loan Mort. Co.		08/22/2016	2,000,000.00	2,001,860.00	2,000,000.00	1.125	AAA	1.110	963 05/22/2019
3136G2Y76	150051	Federal Nat'l Mortgage Assoc.		02/24/2016	2,000,000.00	2,000,640.00	2,000,000.00	1.300	AAA	1.282	965 05/24/2019
3136G3JUN5	150012	Federal Nat'l Mortgage Assoc.		11/30/2015	2,000,000.00	2,002,000.00	2,000,000.00	1.500	AAA	1.479	971 05/30/2019
3133EGCA1	150072	Federal Farm Credit Bank		06/03/2016	2,000,000.00	1,998,200.00	1,998,800.00	1.060	AAA	1.066	975 06/03/2019
3136G3A08	150053	Federal Nat'l Mortgage Assoc.		03/07/2016	2,000,000.00	2,000,660.00	2,000,000.00	1.320	AAA	1.302	979 06/07/2019
3135G6K77	150071	Federal Nat'l Mortgage Assoc.		06/13/2016	2,000,000.00	1,999,720.00	2,000,000.00	1.250	AAA	1.233	985 06/13/2019
3134G8QW0	150075	Federal Home Loan Mort. Co.		06/14/2016	2,000,000.00	2,002,000.00	2,000,000.00	1.280	AAA	1.262	986 06/14/2019
3136G3PS8	150073	Federal Nat'l Mortgage Assoc.		06/14/2016	2,000,000.00	2,000,360.00	2,000,000.00	1.200	AAA	1.184	986 06/14/2019
3136G3R09	150080	Federal Nat'l Mortgage Assoc.		06/21/2016	2,000,000.00	2,001,920.00	2,000,000.00	1.375	AAA	1.356	993 06/21/2019
3134G3SL2	150079	Federal Home Loan Mort. Co.		06/28/2016	2,000,000.00	2,002,680.00	2,000,000.00	1.300	AAA	1.282	1,000 06/28/2019
3134G8Y86	150061	Federal Home Loan Mort. Co.		04/26/2016	2,000,000.00	2,000,080.00	2,000,000.00	1.250	AAA	1.233	1,028 07/26/2019
3137EADK2	150035	Federal Home Loan Mort. Co.		07/12/2016	2,000,000.00	2,014,520.00	1,992,400.31	1.250	AAA	1.361	1,034 08/01/2019
3136G3Q99	160002	Federal Nat'l Mortgage Assoc.		08/15/2016	2,000,000.00	1,999,460.00	2,000,000.00	1.250	AAA	1.233	1,048 08/15/2019
3134G9CX3	150064	Federal Home Loan Mort. Co.		05/16/2016	2,000,000.00	2,000,220.00	2,000,000.00	1.300	AAA	0.872	1,049 08/16/2019
3136G2XJ1	150050	Federal Nat'l Mortgage Assoc.		02/23/2016	2,000,000.00	2,001,020.00	2,000,000.00	1.270	AAA	1.253	1,056 08/23/2019
3133EGTB1	160009	Federal Farm Credit Bank		09/06/2016	2,000,000.00	1,966,640.00	1,998,000.00	1.190	AAA	1.207	1,070 09/06/2019
3133EGTT2	160010	Federal Farm Credit Bank		09/12/2016	2,000,000.00	2,000,080.00	2,000,000.00	1.200	AAA	1.184	1,076 09/12/2019

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Moody's	YTM	Days to Maturity
<b>Government Agency Coupon Securities</b>											
3136G3BB0	150055	Federal Nat'l Mortgage Assoc.	2,000,000.00	03/15/2016	2,000,000.00	2,000,820.00	2,000,000.00	1.375	AAA	1.356	1,080
3135G0P31	160008	Federal Nat'l Mortgage Assoc.	2,000,000.00	09/20/2016	2,000,000.00	2,000,140.00	2,000,000.00	1.300	AAA	1.282	1,084
3136G4AE3	160011	Federal Nat'l Mortgage Assoc.	2,000,000.00	09/27/2016	2,000,000.00	1,999,840.00	2,000,000.00	1.200	AAA	1.184	1,091
3130A7QP3	150062	Federal Home Loan Banks	2,000,000.00	04/25/2016	2,000,000.00	2,000,000.00	2,000,000.00	1.350	AAA	1.332	1,119
3135G0J95	150063	Federal Nat'l Mortgage Assoc.	2,000,000.00	04/28/2016	2,000,000.00	2,000,080.00	2,000,000.00	1.350	AAA	1.332	1,122
3136G3Z40	160007	Federal Nat'l Mortgage Assoc.	2,000,000.00	08/22/2016	2,000,000.00	2,000,100.00	2,000,000.00	1.200	AAA	1.184	1,147
3136G3MK8	150070	Federal Nat'l Mortgage Assoc.	2,000,000.00	05/25/2016	2,000,000.00	2,000,180.00	2,000,000.00	1.350	AAA	1.332	1,150
3136G3RC1	150078	Federal Nat'l Mortgage Assoc.	2,000,000.00	05/27/2016	2,000,000.00	2,000,360.00	2,000,000.00	1.400	AAA	1.381	1,150
3136G3LY6	150069	Federal Nat'l Mortgage Assoc.	2,000,000.00	05/26/2016	2,000,000.00	2,003,480.00	2,000,000.00	1.350	AAA	1.332	1,151
3136G3RL1	150077	Federal Nat'l Mortgage Assoc.	2,000,000.00	06/16/2016	2,000,000.00	1,994,460.00	2,000,000.00	1.500	AAA	1.479	1,171
3136G3RP2	150082	Federal Nat'l Mortgage Assoc.	2,000,000.00	06/29/2016	2,000,000.00	2,002,220.00	2,000,000.00	1.500	AAA	1.479	1,178
3136G3J55	160001	Federal Nat'l Mortgage Assoc.	2,000,000.00	07/27/2016	2,000,000.00	1,998,580.00	1,998,500.00	1.270	AAA	1.274	1,213
<b>Subtotal and Average</b>					<b>171,000,000.00</b>	<b>171,360,110.00</b>	<b>171,024,631.91</b>			<b>1.184</b>	<b>806</b>
<b>Government Agency Disc. - At Cost</b>											
313396J79	150044	Federal Home Loan Mort. Co.	2,000,000.00	01/14/2016	2,000,000.00	1,999,960.00	1,991,693.33	0.560	AAA	0.570	6
313558K61	150045	Federal Nat'l Mortgage Assoc.	2,000,000.00	01/14/2016	2,000,000.00	1,999,880.00	1,991,399.44	0.565	AAA	0.575	13
313589AC7	150076	Federal Nat'l Mortgage Assoc.	2,000,000.00	05/27/2016	2,000,000.00	1,998,620.00	1,993,247.22	0.550	AAA	0.552	94
<b>Subtotal and Average</b>					<b>6,000,000.00</b>	<b>5,998,460.00</b>	<b>5,976,339.99</b>			<b>0.569</b>	<b>38</b>
<b>LALF - Local Agency Investment Pool</b>											
SYS990001	890001	Local Agency Investment Fund	65,000,000.00		65,000,000.00	65,000,000.00	65,000,000.00	0.614	N/R	0.606	1
<b>Subtotal and Average</b>					<b>65,000,000.00</b>	<b>65,000,000.00</b>	<b>65,000,000.00</b>			<b>0.606</b>	<b>1</b>
<b>Medium Term Notes</b>											
084670BD9	120019	Berkshire Hathaway	5,000,000.00	11/26/2012	5,000,000.00	5,015,500.00	5,021,722.07	1.900	Aa2	0.996	122
064058AA8	120038	Bank of New York	5,018,000.00	01/23/2013	5,018,000.00	5,043,190.36	5,054,721.52	1.969	A1	1.196	262
88233P3S0	120005	Toyota Motor Credit Corp.	3,000,000.00	10/06/2012	3,000,000.00	3,002,670.00	3,003,483.00	1.250	Aa3	1.154	369
88233P7E0	150010	Toyota Motor Credit Corp.	2,000,000.00	11/13/2015	2,000,000.00	2,003,800.00	1,999,930.50	1.375	Aa3	1.358	466
88236TCA1	150016	Toyota Motor Credit Corp.	3,000,000.00	12/01/2015	3,000,000.00	3,011,250.00	3,003,086.73	1.450	Aa3	1.361	468
931142DF7	120056	Wal-Mart Stores	2,000,000.00	04/24/2013	2,000,000.00	2,004,300.00	2,001,434.36	1.125	Aa2	1.073	557
084664BW0	130033	Berkshire Hathaway	3,000,000.00	03/25/2014	3,000,000.00	3,009,990.00	2,974,630.87	1.300	Aa2	1.716	591
88236TCP8	150020	Toyota Motor Credit Corp.	2,000,000.00	12/04/2015	2,000,000.00	2,010,820.00	2,005,076.04	1.550	Aa3	1.401	650
<b>Subtotal and Average</b>					<b>25,018,000.00</b>	<b>25,101,520.36</b>	<b>25,064,085.09</b>			<b>1.252</b>	<b>381</b>

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Moody's	YTM	Days to 360 Maturity
Total and Average			270,061,045.52		267,018,000.00	267,460,090.36	267,065,056.99			1.036	553

## HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Joy C. Gabler

FROM: David Endo

DATE: 12/05/2016

FOR: ☒ Board Meeting  
☐ Superintendent's Cabinet

FOR: ☐ Information  
☒ Action

Date you wish to have your item considered: 12/14/2016

**ITEM:**

Receive the Budget Calendar for the 2017-2018 budget.

**PURPOSE:**

Attached is the timeline the District will follow for the preparation of the 2017-2018 school district budget.

**FISCAL IMPACT:**

None.

**RECOMMENDATIONS:**

Receive the Budget Calendar.

<b>2016</b>		
October	25	Parent Advisory Committee Meeting (including LCAP consultation)
	26	DELAC Committee Meeting (including LCAP consultation)
November	4	KCOE LCAP Meeting
December	9	KCOE LCAP Meeting
	14	Budget and Local Control Accountability Plan (LCAP) calendar presented to Board of Trustees (Endo)
<b>2017</b>		
January	9	LCAP consultation at HETA Meet & Consult (Gabler)
	15	Site Allocation Planning. Determine School/Department planning figures for 17-18 Personnel and Supply allocations (Gabler/Endo)
	17	Parent Advisory Committee meeting (including LCAP consultation)
	18	DELAC Committee Meeting (including LCAP consultation)
	23	LCAP consultation at CSEA Meet & Consult (Gabler)
	20-Feb 3	Parent and Staff Surveys – Student Education Priorities (Results 2/3). Combine with Title I Survey
February	1	Student Leadership Academy (5 <sup>th</sup> - 8 <sup>th</sup> grade students) to be held at Jr. Highs. The Academy will include LCAP discussion. These students will receive surveys
	6	LCAP Consultation at HETA Meet & Consult (Gabler)
	10	Send 17-18 Staff Classified Allocation History to S.O.O./Managers/HR
	10	Annual Staff Planning – Meeting #1 (including Categorical personnel percentage split discussion)
	13	LCAP consultation at CSEA Meet & Consult (Gabler)
	24	Annual Staff Planning – Meeting #2

	28	Distribute budget materials to Schools and Departments (Pupil Allocation). Potential budget memos for next year
March	1-31	Superintendent to review Department budgets with managers at briefings. Review budget memos with managers
	1-31	Principals/Department Heads develop budgets
	6	ADA/enrollment projections for calculation of Income (Gabler/Endo)
	6	LCAP consultation at HETA Meet & Consult (Gabler)
	10	Annual Staff Planning – Meeting #3
	13	Review Personnel - Categorical percentage splits – during Exec. Council
	14	Parent Advisory Committee Meeting (including LCAP Consultation)
	15	DELAC meeting (including LCAP consultation)
	20	LCAP consultation at CSEA Meet & Consult (Gabler)
	24	KCOE LCAP Meeting
	29	17-18 Certificated Pre-Staffing
	31	17-18 General Purpose and Special Ed budgets due to Fiscal Services
April	3	LCAP consultation at HETA Meet & Consult including preview of Draft 2017-18 LCAP (Gabler)
	5	17-18 Certificated Staffing
	7	Establish Budget Committee
	24	Release Draft of LCAP for public review and comment
	24	Submit Draft LCAP to KCOE for review
	24	LCAP consultation at CSEA Meet & Consult including review of the Draft 2017- 18 LCAP (Gabler)



- 25 Parent Advisory Committee Meeting including presentations of Draft LCAP for review and comment. The Superintendent will respond in writing to any comments received
- 26 DELAC meeting including presentation of Draft LCAP for review and comment. The Superintendent will respond in writing to any comments received.
- 26 Review 17-18 proposed income and expenditures. Make any necessary adjustments to balance (Gabler/Endo)
- 26 17-18 Categorical & Cafeteria Budgets due to Fiscal Services
- 26 Categorical personnel percentage splits memo to Dept. Heads/HR (Endo/Carlton)
- 26 HESD Board sets dates for Public hearings for proposed 2017-18 LCAP and Budget. Superintendent notifies members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP
- 26 Public Notice on LCAP/Budget Public Hearings to be sent to KCOE for submission to Hanford Sentinel for publication on May 10

May	1	LCAP consultation at HETA Meet & Consult (Gabler)
	2	17-18 Annual Staff Planning - Classified
	15	LCAP consultation at CSEA Meet & Consult (Gabler)
	19	Superintendent review of school plans (EC 64001) to ensure that the specific actions included in the LCAP are consistent with strategies included in the school plans
	22	Budget Committee meets 3:30 p.m. Conference Room C
	23	Parent Advisory Committee Meeting (including LCAP consultation)
	24	DELAC meeting (including LCAP consultation)
June	1	Public Notice re: Public Hearing: 2017-18 LCAP and Budget (at least 14 days prior to hearing)
	14	Public Hearings at the Board Meeting to solicit recommendations and comments of members of the public regarding 17-18 LCAP and Budget
	28	Board Meeting – ADOPT 17-18 LCAP and Budget

	29	Post LCAP on District's website
August	15 <i>(deadline may be later)</i>	Adopt, within 45 days after the Governor signs the budget, revisions to reflect changes in income or expenditures stemming from the State budget legislation

## HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Joy C. Gabler

FROM: David Endo

DATE: 12/05/2016

FOR: ☒ Board Meeting  
☐ Superintendent's Cabinet

FOR: ☐ Information  
☒ Action

Date you wish to have your item considered: 12/14/2016

**ITEM:**

Consider the opening of Fund 2100.

**PURPOSE:**

Fund 2100 will be necessary to facilitate the accounting of bond proceeds resulting from the passage of Measure U.

**FISCAL IMPACT:**

None.

**RECOMMENDATIONS:**

Approve the opening of Fund 2100.

# Hanford Elementary School District

## Opening Fund

### Board Approval Form

District: Hanford Elementary School District  
New Fund Title: Building Fund  
New Fund Number: 2100

Use of Fund: To account for bond proceeds and bond expenditures

Approved: Governing Board

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Date:

December 14, 2016

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## HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Joy C. Gabler

FROM: David Endo

DATE: 12/05/2016

FOR: ☒ Board Meeting  
☐ Superintendent's Cabinet

FOR: ☐ Information  
☒ Action

Date you wish to have your item considered: 12/14/2016

**ITEM:**

Consider approval to open a bank account for the Jefferson Charter Academy student body.

**PURPOSE:**

Jefferson Charter Academy desires to establish an Associated Student Body and will need a separate bank account to provide for its financial needs.

**FISCAL IMPACT:**

None.

**RECOMMENDATIONS:**

Approve the opening of a bank account for the Jefferson Charter Academy student body.

## HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Joy C. Gabler

FROM: David Endo

DATE: 12/05/2016

FOR: ☒ Board Meeting  
☐ Superintendent's Cabinet

FOR: ☐ Information  
☒ Action

Date you wish to have your item considered: 12/14/2016

**ITEM:**

Consider the certification of signatures.

**PURPOSE:**

The certification of signatures authorizes the listed individuals to sign on the District's behalf.

**FISCAL IMPACT:**

None.

**RECOMMENDATIONS:**

Certify the signatures for the Hanford Elementary School District.

# HANFORD ELEMENTARY SCHOOL DISTRICT CERTIFICATION OF SIGNATURES

As Secretary to the governing board of the above named school district, I certify that the signatures shown below in Column 1 are the verified signatures of the members of the governing board. I certify that the signatures as shown in Column 2 are the verified signatures of the person or persons authorized to sign Notices of Employment, Contracts, and Orders drawn on the funds of the school district. These certifications are made in accordance with the provisions of Education Code Sections 42632, 42633 and 44843. If persons authorized to sign orders as shown in Column 2 are unable to do so, the law requires the signatures of the majority of the governing board.

These approved signatures are valid for the period of: D e c e m b e r 14, 2016 to the annual reorganization meeting in December 2017 in accordance with governing board approval dated December 14, 2016.

Signature: \_\_\_\_\_  
Secretary of the Board

## Column 1

### **Signatures of Members of Governing Board:**

Signature \_\_\_\_\_  
Type Name Robert Garcia  
President of the Board of Trustees

Signature \_\_\_\_\_  
Type Name Jeff Garner  
Vice President of the Board of Trustees

Signature \_\_\_\_\_  
Type Name Lupe Hernandez  
Clerk of the Board of Trustees

Signature \_\_\_\_\_  
Type Name Tim Revious  
Member of the Board of Trustees

Signature \_\_\_\_\_  
Type Name Greg Strickland  
Member of the Board of Trustees

## Column 2

### **Signatures of Personnel authorized to sign Warrants, Orders for Payment, Notices of Employment and Contracts:**

Signature \_\_\_\_\_  
Type Name Joy Gabler  
Title Superintendent

Signature \_\_\_\_\_  
Type Name David Endo  
Title Chief Business Official

Signature \_\_\_\_\_  
Type Name Jaime Martinez  
Title Asst. Supt., Human Resources

Signature \_\_\_\_\_  
Type Name Jill Rubalcava  
Title Asst. Supt., Curriculum, Instruction & Professional Development

\*Signature \_\_\_\_\_  
Type Name Anneliese Roa  
Title Program Manager, Food Services

\*\*Signature \_\_\_\_\_  
Type Name David Goldsmith  
Title Chief Technology Officer

### Number of Signatures Required (*Ed Code Sections 42632; 42633; 44843*)

On Orders of Payment	1
On Notice of Employment	1
On Contracts	1

\* The signature of the Program Manager, Food Services is restricted to the following areas: 1) Food Service checks and 2) all reports applicable to the daily Food Service operation including, but not limited to, the Commodity Processing Agreements.

\*\* The signature of the Chief Technology Officer is restricted to the following areas: Technology related agreements.

HANFORD ELEMENTARY SCHOOL DISTRICT  
AGENDA REQUEST FORM

TO: Joy Gabler  
FROM: Liz Simas  
DATE: November 29, 2016

For: ☒ Board Meeting  
☐ Superintendent's Cabinet  
☐ Information  
☒ Action

Date you wish to have your item considered: December 14, 2016

ITEM: Administrative Panel Recommendations

PURPOSE:

Case# 17-19 – Monroe  
Case# 17-20 – Washington  
Case# 17-21 – Kennedy  
Case# 17-22 – Kennedy



## HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Joy C. Gabler

FROM: Karen McConnell

DATE: November 16, 2016

FOR: ☒ Board Meeting  
☐ Superintendent's Cabinet

FOR: ☐ Information  
☒ Action

Date you wish to have your item considered: December 14, 2016 (CLOSED SESSION)

**ITEM: Conference with Legal Counsel - Existing Litigation (GC 54956.9 (a))**

**PURPOSE:** Approval/ratification of November 15, 2016 Final Settlement Agreement and General Release in Parent on behalf of Student v. Hanford Elem. School District, OAH Case No. 2016110087.

**FISCAL IMPACT:** As Described in Agreement**RECOMMENDATIONS:** Approve